



# INTERNATIONAL EDUCATION RESOURCES

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Cumulative Second Edition  
1956-77

A summary of research projects and reports funded by the Office of Education, the National Institute of Education, and the Fund for the Improvement of Postsecondary Education that are available through the Educational Research Information Center

Updated by  
Pat Kern McIntyre  
Department of Education

U.S. DEPARTMENT OF EDUCATION  
Shirley M. Hufstedler, Secretary  
Office of Postsecondary Education  
Albert H. Bowker, Assistant Secretary

#### NOTE

This publication was written under the auspices of the U.S. Office of Education but came off the press after the Office's staff, programs, and functions were transferred to the U.S. Department of Education upon its establishment May 4, 1980. Although originally prepared as a publication for the Office of Education, an Agency no longer in existence, it nonetheless contains valid information as a publication for the Department of Education, despite any seemingly current references in it to the Office of Education, its Bureaus, other organizational subdivisions, or activities.

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U.S. GOVERNMENT PRINTING OFFICE  
WASHINGTON: 1980

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Washington, D.C. 20402



## To the First Edition

Since the passage of the Cooperative Research Act in 1954, the National Defense Education Act, title VI, in 1958, and various other education legislation, the U.S. Office of Education (OE) has financially assisted through grants and contracts a wide range of studies, surveys, curriculum development efforts, bibliographies, and other kinds of activities related to international education. In total, OE has been more extensively involved with international studies to date than is generally known or appreciated. In fact, the diversity of effort combined with the passage of time, the normal turnover in personnel associated with the various programs, and the total volume of projects over the past years had combined to produce a state where no one person was even remotely familiar with all of the research-related efforts that had gone before and what had been achieved to date. All of this became apparent in the course of the efforts of the Institute of International Studies (IIS) to determine what the total contribution of the Office of Education has been since the mid-1950's in support of international education.

That portion of the Office's research efforts on behalf of international studies that was wholly concerned with the international dimensions of education, particularly foreign language and area studies--section 602 of NDEA title VI, administered for the past several years by the Institute of International Studies--has always been visible as "international," in part because of the wholly international nature of the program and in part because of the periodic publication of a cumulative listing of projects sponsored under this program. (The most recent edition, *List No. 7*, will be available at about the same time as this publication, and will include all research completed under section 602 funding as of April 1972. It contains approximately 1,150 bibliographic entries.)

However, the bulk of the work sponsored under other legislative authorities by parts of the Office of Education other than the Institute of International Studies and its predecessor units, particularly activities concerned with elementary and secondary education, had never been brought together in one place and consequently was not as widely known. As the full extent of this part of the picture began to emerge--more than 450 different studies and projects--it became clear that what was originally begun as part of the Institute's continuing planning efforts to determine status, needs, and priorities for Federal assistance in international studies in all sectors of education of major concern to OE would have broader utility to a great variety of educators interested in international studies if the results could be made widely available at low cost. The present compilation therefore surfaces the remainder of the accumulated effort of OE in helping strengthen the international dimensions of American education in order to facilitate the wider sharing of valuable experience and resources.

Apart from simple convenience, this publication makes it possible in a practical sense for anyone interested in international education to see what OE has sponsored to date through programs other than NDEA title VI, section 602. In introducing interested readers to a host of projects and activities which they had not known to exist before, it will lead some educators to material useful in their present work or for future projects they have in mind. It can identify individuals who may share similar interests. It can help locate relevant resource people. Exposure to the various efforts and approaches can help stimulate further developments through suggestions, cues, ideas.

Of particular importance is the value of such a compilation in helping identify important gaps and research needs, as well as helping improve the process of forestalling unnecessary duplication in research and curriculum development efforts. The latter is as important to program managers within the bureaucracy as it is to those on the educational firing line who have to cope with critical issues within considerable budgetary constraints.

The list aims at comprehensiveness rather than selectivity. No critical evaluation is involved and no claim is made on behalf of any entry. These are simply the projects with international dimensions or aspects that have been funded through various OE programs, with enough descriptive information to guide the reader to sources of further information about anything that interests him. While there is clearly considerable variation in the value of the different items in such a large and broad list of research-related efforts, taken as a whole the compilation provides a wealth of information and has the potential for stimulating a more widespread dissemination of experience and a cross-fertilization of ideas in international education. It provides fruitful browsing as well as an effective tool for a systematic search for information under generally useful headings. Hopefully the compilation will generate some critical thinking on what has not been done as well as on what has.

The existence of the Educational Resources Information Center (ERIC) system made the task of search and retrieval not only much easier than it otherwise would have been, but in fact was the only thing that made the undertaking feasible within the constraints of IIS staff time available. While everything in this publication is included in the ERIC system, the kind of thorough compilation we sought proved neither quick nor easy. The bulk of the work of ferreting out all of the internationally related projects was painstakingly done by the IIS staff members who are properly credited on the title page. However, the present publication would not have its present level of inclusiveness and fidelity to the technical aspects of the ERIC system without the careful and cooperative assistance of Mr. Charles Missar of the ERIC staff. His assistance in a common cause is much appreciated.

the international dimensions of education--organization posed a special problem. The ERIC system is quite satisfactory for its specialized research purpose, but too elaborate for most educators concerned primarily with classroom applications. In the final analysis, we could not construct a system that served all potential users equally well. Therefore we decided to go with a relatively simple, conventional set of headings, interwoven with a generous use of cross-references, that would lead most users quickly and easily to the group of items of interest to them. However, the contents also preserve the full precision of the entire ERIC classification system for the more specialized user.

This publication completes the field we set out to map up to January 1, 1972. It should not be difficult for users to keep themselves up to date for the next few years through reference to the basic ERIC periodicals. Should usage warrant it, the Institute of International Studies will consider preparing a supplement to the present volume at some suitable future date. Any comments on the usefulness of the present effort will be welcome along with suggestions or recommendations for improvement should any further publication of this type be issued.

February 1972

Robert Leestma  
Associate Commissioner for  
International Education  
U.S. Office of Education



## To the Second Edition

The general purpose, approach, and rationale for this publication are set forth in the foregoing foreword to the first edition. The case and the effort are even more valid for this second edition. The increase in the amount of material in the ERIC system related to international education, the growing national interest in international education, and the emergence of a Department of Education combine to make the publication of this cumulative second edition an important and timely contribution to help strengthen the international dimensions of American education.

With the exception of a few categories of activities also excluded from the first edition (principally instructional materials for teaching foreign languages and materials concerning bicultural ethnic minority programs in the United States), this second edition inventories and annotates the large number and wide range of studies, surveys, bibliographies, curriculum development efforts, and other kinds of projects related to international education that have been sponsored from 1956 through 1977 by the U.S. Office of Education (OE) and from 1972 through 1977 by the National Institute of Education (NIE) and the Fund for the Improvement of Postsecondary Education (FIPSE). The full reports are available from the Educational Research Information Center (ERIC) system. As a cumulative listing, this publication supersedes the first edition published in 1972, which covered the period from 1956 through 1971 for OE-funded projects only. Abstracts of more than 1,250 documents are contained in this much expanded edition.

The breadth of subject matter is clearly reflected in the table of contents on p. ix. Organization of this broad range of material posed a difficult problem. It was finally decided to use a relatively short set of general headings (with subheadings when appropriate to guide the reader among the many items in certain chapters) and to supplement it with an index by country and by region. However, each entry continues to preserve the full precision of the entire ERIC classification system for the more specialized reader. Under each subheading, items are listed in the order of the ERIC accession number.

As noted in the foreword to the first edition, the bulk of OE's research and development efforts on behalf of international education, particularly in the teaching and learning of foreign languages, historically has been carried out under the auspices of Section 602 of Title VI of the National Defense Education Act. The most recent edition of the cumulative annotated bibliography of projects sponsored under the NDEA VI, Section 602 program, *List No. 8*, provides ready access to a wealth of material on international education of interest to a variety of constituencies, especially those concerned with foreign language instruction and languages and cultures outside Western Europe. *List No. 8* is cumulative for all activities completed by October 30, 1976. The successor edition to *List No. 8*, now nearing completion and expected to be published not long after this resource book, will cover research completed by May 31, 1980. The forthcoming

List No. 9 should be consulted along with this new edition of *International Education Resources* to obtain a more comprehensive picture of the total resources available and the very considerable legacy of contributions to international education research and development that the new Department of Education will be inheriting from predecessor agencies.

The pioneering first edition was compiled through the combined efforts of Karen Bruner, Kent Weeks, and Pat Kern. This greatly enlarged cumulative second edition is primarily the work of Pat Kern McIntyre. Credit is also due to Gertha Basey for preparing the index and to William Higgins of the ERIC staff for helping make the end result as inclusive and as faithful to the technical standards of the ERIC system as it is.

Finally, it is important to note that the completion and publication of this valuable resource book will also contribute in various ways toward helping the United States carry out its commitment under that provision in the Helsinki Agreement of 1975 of the Conference on Security and Cooperation in Europe in which all signatory nations agree to:

“...encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperation....”

April 1980

Robert Leestma  
U.S. Office of Education

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# SAMPLE RESUME ENTRY

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**Author(s).**

**Title.**

**Organization where document originated.**

**Date Published.**

**Contract or Grant Number.**

**Alternate source for obtaining document.**

**Language of Document.**

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**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

**ED 654 321**

*Smith, John D. Johnson, Jane*

Career Education for Women.

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

Language—English, French

**EDRS Price MF01/PC06 Plus Postage.**

Pub Type—Dissertations/Theses (040)

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

**Clearinghouse Accession Number.**

CE 123 456

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Report Number**—assigned by originator.

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**Identifiers**—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

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**Abstractor's Initials.**



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Revised June 1979

# Document Resumes

## 1. TEACHING AND LEARNING ABOUT OTHER COUNTRIES PRESCHOOL EDUCATION Curriculums, Methods, and Materials

**ED 029 685** PS 001 692  
**Problem Solving and Concept Formation: Annotated Listing of National and International Curricular Projects at the Early Childhood Level.**

California Univ., Los Angeles. Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Report No.—OE-04117; SR-7  
 Pub Date—1 Jun 68

Note—17p.

Available from—Southwest Regional Laboratory for Educational Research and Development, 11300 La Cienega Blvd., Inglewood, California 90304

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Concept Formation, Curriculum Development, \*Early Childhood Education, Foreign Countries, \*Mathematics Education, National Surveys, Problem Solving, \*Research Projects, \*Science Education This document is an annotated listing of national and international curricular projects concerned with problem solving and concept formation at the early childhood level. It contains 50 citations. (WD)

**ED 051 894** PS 004 848  
*Elbow, Linda*

**A Study in Child Care (Case Study from Volume II-A): "Good Vibes." Day Care Programs Reprint Series.**

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No.—OE-20178

Pub Date—Nov 70

Note—61p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Community Action, Community Involvement, \*Community Services, \*Day Care Programs, \*Day Care Services, Financial Support, Organization, \*Parent Participation, Parent Reaction, Program Descriptions

Identifiers—British Infant Schools, \*Haight Ashbury Children's Center, Parents Participation Share Plan

The Haight-Ashbury Children's Center described in this booklet has these important aspects: (1) It is a community center, offering day care for children 2 1/2 to 6 years of age and community services for parents; (2) Its curriculum uses a modification of the British Infant School system; and (3) Parents are an integral part of the planning and financing of the center. Families served by the center are primarily low income, from a variety of ethnic groups. The program includes a social worker and parent-community worker, when funds permit. Center meetings provide a forum for discussion of plans for the day care center and specific community issues. Information on the center's history, funding, program, staff organization and training, and use of resources is included. An appendix presents the Parents' Participation Share Plan and other material. (NH)

**ED 052 640** FL 002 250  
**Foreign Curriculum Consultant Program for American Schools, Colleges, and State Departments of Education: 1971-72.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—70

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Consultants, Cultural Education, \*Curriculum Development, Exchange Programs, Federal Aid, \*Federal Programs, International Education, International Relations, \*Language Instruction, \*Modern Languages, \*Program Descriptions

Identifiers—\*Fulbright Hays Act

Section 102 (b) (6) of the Mutual Educational and Cultural Exchange Act (Public Law 87-256), known commonly as the Fulbright-Hays Act, which is designed to promote international understanding and cooperation, is described in this brochure. The Foreign Curriculum Consultant Program is intended to help educational institutions at all levels by bringing specialists from other countries to the United States to assist in planning and developing local curriculums in foreign language and area studies. Information on the following aspects of the program is provided: (1) program description, (2) general qualifications for consultants, (3) administration of the program, (4) the Board of Foreign Scholarships, (5) the Institute of International Studies, (6) American diplomatic missions and binational commission, (7) the participating institution, (8) application instructions, and (9) related programs in international studies. (RL)

**ED 053 033**

*Johnson, Donald*  
**The Teaching of Asia.**

Educational Resources Center, New Delhi (India). Spons Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.

Pub Date—[69]

Note—47p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Area Studies, \*Asian History, Concept Teaching, \*Cross Cultural Studies, Curriculum Guides, Deductive Methods, Higher Education, \*Humanities, Inductive Methods, Interdisciplinary Approach, \*Non Western Civilization, Secondary Grades, Social Sciences, World History

Identifiers—\*Asia, China, India, Japan

The primary objective of the guide or introduction is to present approaches to providing a well balanced course or unit on China, India, and Japan. In the study of Asian cultures it is necessary to stress historic facts and the richness of the culture; an exclusive attention to economic growth, modernization, and the social and political problems is not appropriate. The most effective way to achieve balance is to use the comparative approach integrating both the humanities and the social sciences. How a teacher organizes his course and what method he

chooses depends on his philosophy: 1) whether he postulates a linear or cyclical view of history; and, 2) how he stands on the uniqueness versus the universalist view of culture. It would be of great value if Western civilization could be studied first to facilitate comparison between institutional structures, values systems, and history. The basic methodology should start from the frame of reference of the student; the teaching of concepts, and the utilization of induction and deduction are all valid here. Study can be synthesized by selecting material from the native literature, art, music, and philosophy. Films may serve as a final summation or equally well as an introduction. SO 001 619 through SO 001 623 are related documents. (Author/SBE)

**ED 066 082** FL 003 364  
**De Todo un Poco (A Little of Everything).**

Chicago Public Schools, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 72

Note—137p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Bilingual Education, Bilingualism, \*Cultural Awareness, Cultural Differences, \*Cultural Education, Cultural Pluralism, Educational Games, Educational Needs, English (Second Language), Ethnic Groups, \*Foreign Students, Instructional Materials, Language Programs, \*Learning Activities, Non English Speaking, Self Concept, Spanish Speaking, Teaching Techniques This document seeks to underline the importance of cultural awareness by providing examples of the folkways, customs, art, traditions, and life styles of different ethnic groups. Included here are teaching techniques designed to motivate understanding of the universality of man and to show how cultural differences enrich everyone's life. Suggestions are offered to teachers, and examples of activities for and by students are provided. The document concerns such diverse topics as free pamphlets available on bilingual and bicultural education, statistics on foreign speakers in Chicago, communication problems, international geographical facts, and cultural insights into many different countries, especially through the eyes of children from those countries. (VM)

**ED 133 053**

*McDonald, Geraldine*  
**Two Windows on Research.**

Pub Date—20 Oct 76

Note—17p. Paper presented at the meeting at the Auckland Institute for Educational Research (New Zealand, October 20, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Early Childhood Education, \*Educational Attitudes, Educational Objectives, \*Educational Practice, \*Educational Research, \*Educational Researchers, Educational Theories, Individual Differences, Nursery Schools, \*Preschool Education, Preschool Programs, \*Preschool Teachers, Program Evaluation, Research Problems, \*Research Utilization, Sex Differences, Teacher Attitudes, Teaching Models, Testing

Identifiers—New Zealand  
 Differing attitudes of researchers and preschool

teachers towards research in early childhood are discussed in this paper. These differences are seen as arising from causes such as the special training of each group and the nature of the work they do, the distribution of the sexes in each group and the social institutions which back them. The concept of the whole child, generally supported in preschool teacher training, may conflict with the researcher's need to analyze and dissect. Emphasis on individual differences among children is noted as basic to general teacher thought, yet difficult to follow in research designed to develop programs for a wide range of children. Research workers' tendency to impose school-type models on preschools is attributed to their affiliation with university departments of education and psychology rather than, for example, anthropology or linguistics. Cited as a major source of differing viewpoints between preschool personnel and researchers is that workers in the preschool establishment are almost all female, while workers in the educational research establishment are predominantly male. Differences in research topics related to researcher sex are discussed in detail and attitudes towards program evaluation and pupil testing are noted. The involvement of preschool personnel in the planning of research projects affecting them is urged. (BF)

**ED 134 302**

PS 008 860

*Mialaret, Gaston*

**World Survey of Pre-School Education.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—76

Note—67p.; Educational Studies and Documents, No. 19

Available from—Unipub, Inc., P.O. Box 433, Murray Hill Station, New York, New York 10016 (Paper, \$2.65, plus \$0.50 postage and handling)

**Document Not Available from EDRS.**

Descriptors—\*Educational Objectives, Enrollment, \*Foreign Countries, Government Role, Instructional Materials, \*International Organizations, Learning Activities, Preschool Children, \*Preschool Education, Program Descriptions, Social Services, Surveys, Teacher Characteristics, \*Teaching Methods

Identifiers—UNESCO

This UNESCO survey represents an initial attempt to find out what institutionalized preschool education services are available in the various countries and to look into factors which are favorable or unfavorable to the development of preschool education services. A total of 67 UNESCO member states are represented in this survey. Information is presented on the following topics: (1) general aspects of preschool education in various countries, (2) institutions, (3) children who attend preschool educational institutions, (4) goals, (5) methods and materials, (6) activity of the child, (7) adults in preschool educational institutions, (8) relations with parents and compulsory education, (9) preschool education and the community, and (10) the future of preschool education. Appendices include the text of the questionnaire on preschool education and a list of the countries which answered the questionnaire. (MS)

## Psychological and Sociological Studies

ED 024 457

PS 001 323

*Hjerholm, Else Werno*

**Comparison of American and Norwegian Nursery School Children on Independence Behavior and Training.**

Chicago Univ., Ill. Committee on Human Development.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-S-135

Pub Date—Sep 68

Note—95p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*American Culture, Comparative Analysis, \*Cultural Differences, Cultural Traits, Individual Development, Mother Attitudes, \*Norwegian, \*Preschool Children, \*Self Care Skills, Self Control, Student Teacher Relationship, Task Performance, Training Techniques  
Identifiers—Ammons Picture Vocabulary Test, Gesell Developmental Test, Harris Draw A Man Test

To compare independence training and cultural expectations of independence training among American and Norwegian nursery school children, this study hypothesized that (1) cultural expectations of independence are greater for Norwegian children than American, (2) such expectations are greater for girls, (3) children's independent behavior and parental expectations are positively correlated, and that (4) Norwegian children would be more self-reliant. Mothers were given two questionnaires which assessed cultural expectations and child rearing practices in independence training. Thirty-four nursery school children of the upper-middle class (Norwegian: nine boys and eight girls; American: 10 boys and seven girls) were involved in two simple tasks with the mother and investigator and two difficult tasks with the investigator. The data were analyzed by T-tests, analysis of variance, and inter-correlation programs. The results supported all hypotheses but one. American boys were found to be subject to greater cultural expectations than were the girls. The conclusions suggested the differences might be due to cultural pressure, not training. Data are tabulated and an extensive bibliography is appended. (JS)

ED 024 476

PS 001 469

*Hjerholm, Else Werno*

**Comparison of American and Norwegian Nursery School Children of Independence Behavior and Training. Summary Report.**

Chicago Univ., Ill. Committee on Human Development.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-S-135

Pub Date—Sep 68

Note—9p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*American Culture, Comparative Analysis, \*Cultural Differences, Cultural Traits, Individual Development, Mother Attitudes, Norwegian, \*Preschool Children, \*Self Care Skills, Self Control, Student Teacher Relationship, Task Performance, Training Techniques  
Identifiers—Ammons Picture Vocabulary Test, Gesell Developmental Test, Harris Draw A Man Test

This document is a summary report of a study which compared independence training of upper middle class Norwegian and American Nursery school children.

ED 105 323

CG 009 693

*Lambert, William W. And Others*

**A Study of Children's Aggressive Actions in Six Cultures.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 74

Contract—OEG-0-70-2743

Note—184p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Aggression, Behavioral Science Research, \*Behavior Patterns, \*Children, \*Cross Cultural Studies, \*Cultural Differences, Foreign Countries, Longitudinal Studies, Personality Studies, Research Projects

This six-culture study sought to make a first approximation measurement of differences in personality development and the socialization of these differences in children. The study was part of a larger strategy involving other cultures and methods. A sample of 24 children from each of the six cultures was selected and observed during at least 12 five-minute periods. There was an attempt to attain a "slice of life" which would reflect the modal behaviors engaged in by the sample children and the modal behaviors received by the modal child. The six cultures studied included: (1) a New England Baptist community; (2) a Philippine barrio; (3) an Okinawan village; (4) an Indian village in Mexico; (5) a northern Indian caste group; and (6) a rural tribal group in Kenya. Exhaustive findings are reported on all respects of the "aggression domain" as they compare cross-culturally. (Author/PC)

ED 136 934

PS 009 179

*Ispa, Jean*

**Familiar and Unfamiliar Peers as "Havens of Security" for Soviet Nursery Children.**

Pub Date—Mar 77

Note—16p.; A slightly abridged version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age Differences, \*Attachment Behavior, Day Care Services, Foreign Countries, \*Peer Relationship, \*Preschool Children, \*Security, Sex Differences, \*Stranger Reactions  
Identifiers—\*USSR (Moscow)

This study tested the hypothesis that Soviet day care children (aged 16 to 38 months) derive emotional support from the presence of their group-mates. Children were observed in a strange situation in one of three conditions: with a familiar peer (a group-mate), with an unfamiliar peer (a child from another group), or alone (without a peer). An adult stranger was present during two of the three 4-minute episodes. Results indicated that children with familiar peers were more comfortable than children with unfamiliar peers who, in turn, were more comfortable than children who were alone. Children paired with unfamiliar peers, but not children paired with familiar peers, were upset by the departure of the adult stranger. Alone condition subjects were more upset than other subjects whether the adult stranger was present or absent. Children with familiar or unfamiliar peers made more attempts to catch the adult stranger's attention than each other's. Overt approaches were equally infrequent to familiar and unfamiliar peers. Unilateral expressions of reactions to the presence



# ELEMENTARY AND SECONDARY EDUCATION

## Curriculums, Methods, and Materials

Teaching and Learning About Other Countries  
Elementary and Secondary Education  
Curriculums, Methods, and Materials

5

ED 002 866

CALANDRA, ALEXANDER

### A TRANSLATION OF RUSSIAN FIRST-GRADE ARITHMETIC.

Washington Univ., St. Louis, Mo.

Report No.—CRP-403

Pub Date—59

Contract—OEC-403(7672)

Note—145P.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Arithmetic, \*Graphs, \*Mathematics Instruction, \*Russian, Teaching Methods  
Identifiers—MISSOURI, ST. LOUIS

THIS IS AN ENGLISH TRANSLATION OF A RUSSIAN TEXTBOOK ON FIRST-GRADE ARITHMETIC COMPLETE WITH GRAPHS, PICTURES, PROBLEMS, AND LESSONS. ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION APPEAR IN 892 PROBLEMS. THE THREE SECTIONS ARE ENTITLED "THE FIRST TEN," "THE SECOND TEN," AND "THE FIRST HUNDRED." THIS TRANSLATION WAS DONE IN CONNECTION WITH RESEARCH CONTRACT NO. 403 (7672) WHEREIN THE RUSSIAN APPROACH TO THE TEACHING OF MATHEMATICS IS STUDIED. (GC)

ED 003 454

PERRONE, VITO

### IMAGE OF LATIN AMERICA-A STUDY OF AMERICAN SCHOOL TEXTBOOKS AND SCHOOL CHILDREN, GRADES TWO THROUGH TWELVE.

Northern Michigan Univ., Marquette.

Report No.—CRP-S-070

Pub Date—65

Note—192P.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Elementary Schools, \*Foreign Countries, Secondary Schools, \*Social Studies, Student Attitudes, \*Textbook Content, \*Textbook Evaluation, \*Textbook Research

Identifiers—LATIN AMERICA, MARQUETTE, MICHIGAN, TEST OF UNDERSTANDING LATIN AMERICA

A CONTENT ANALYSIS WAS MADE OF 153 ELEMENTARY AND SECONDARY SCHOOL SOCIAL STUDIES TEXTBOOKS DEALING WITH LATIN AMERICA. THE ANALYSES INCLUDED THE FORMULATION OF CATEGORIES FOR INTENSIVE STUDY AND TESTING. THE CATEGORIES WERE (1) GEOGRAPHY, (2) THE PEOPLE, (3) THE COLONIAL PERIOD AND THE REVOLUTIONS, (4) POLITICAL DEVELOPMENT, (5) UNITED STATES RELATIONS WITH LATIN AMERICA, (6) ECONOMIC DEVELOPMENT, AND (7) SOCIAL PROBLEMS AND CHANGE. A TEST OF UNDERSTANDING OF LATIN AMERICA WAS ADMINISTERED TO 1,227 STUDENTS IN GRADES 7 THROUGH 12. THE TEXTBOOKS WERE FOUND TO BE ADEQUATE, BUT LACKING IN BALANCE. STUDENTS AT ALL LEVELS HAVE A GEOGRAPHICAL KNOWLEDGE ABOUT LATIN AMERICA. FURTHER RESEARCH AND DEVELOPMENT IS INDICATED TO RESTRUCTURE THE TREATMENT OF LATIN AMERICAN TOPICS IN THE TOTAL CURRICULUM AND PROVIDE MATERIAL ON SOCIAL CONDITIONS, INSTITUTIONAL HISTORY, AND PERSONALITIES. (RS)

ED 003 786

BROWN, ROBERT M. AND OTHERS

### CUE (CULTURE, UNDERSTANDING, EN-

EDRS Price MF-\$1.00 HC-\$15.39 Plus Postage.

Descriptors—\*Audiovisual Aids, Cultural Awareness, Cultural Enrichment, Curriculum Enrichment, Educational Programs, \*Enrichment Programs, Grade 9, \*Guides, Instructional Aids, Instructional Improvement, Secondary Education, Social Sciences, \*Social Studies, \*Teaching Guides

Identifiers—ALBANY, NEW YORK, PROJECT CUE

THIS PUBLICATION IS A TEACHING GUIDE TO PROVIDE GUIDANCE FOR INTEGRATING CAREFULLY SELECTED AUDIOVISUAL ITEMS INTO EXISTING NINTH-GRADE CURRICULUMS IN SOCIAL STUDIES. IT IS ONE OF FIVE GUIDES PREPARED FOR USE IN PROJECT CUE. AN EXPERIMENTAL PROGRAM DESIGNED TO INCREASE CULTURAL UNDERSTANDING AND ENRICHMENT IN THE EDUCATIONAL PROGRAMS OF HIGH SCHOOLS. THE AUDIOVISUAL MEDIA INTRODUCED BY THIS GUIDE COVER TOPICS OF SOCIAL STUDIES BY PRINCIPAL WORLD REGION (EXAMPLES ARE WESTERN EUROPE AND LATIN AMERICA), THE ACTUAL TYPES OF MEDIA TO BE USED INCLUDE FILMS, FILMSTRIPS, RECORDINGS, SLIDES, AND FLAT PICTURES. EACH AUDIOVISUAL AID INTRODUCED IN THE GUIDE IS INDIVIDUALLY TITLED (FOR EXAMPLE—"ROMAN LIFE IN ANCIENT POMPEII," A FILM), AND PROCEDURES ARE DESCRIBED FOR THE USE OF EACH AID. THE AIDS ARE TO BE TREATED AS LESSON SUPPLEMENTS AND USED ONLY FOR INSTRUCTIONAL ENRICHMENT. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (JH)

ED 003 792

BROWN, ROBERT M.

### PROJECT CUE, INSIGHTS.

New York State Education Dept., Albany.

Report No.—NDEA-VIIB-324-8

Pub Date—64

Note—18P.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Art, \*Cultural Education, \*Cultural Enrichment, Films, Filmstrips, Painting, Sciences, \*Social Studies, \*Teaching Guides

Identifiers—ALBANY, NEW YORK, PROJECT CUE

A SET OF FILM UTILIZATION SHEETS WAS PREPARED FOR PROJECT CUE. TOPICS INCLUDED ART AND THE COMMUNITY, ABSTRACT PAINTING, THE DINOSAUR AGE, THE LIVING ARTS OF JAPAN, SCIENCE, AND A PERSIAN STORY BOOK. EACH SHEET INCLUDED PURPOSES, AREAS OF USE, PROCEDURE FOR VIEWING, FOLLOWUP ACTIVITIES, AND RELATED MATERIALS. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (LP)

ED 010 007

GARVEY, DALE M. SEILER, WILLIAM H.

### A STUDY OF EFFECTIVENESS OF DIFFERENT METHODS OF TEACHING INTERNATIONAL RELATIONS TO HIGH SCHOOL STUDENTS. FINAL REPORT.

Kansas State Teachers College, Emporia.

Report No.—CRP-S-270

Pub Date—28FEB66

Note—162P.

ture, \*Simulation, Students, \*Teaching Techniques

IDENTIFIERS—EMPORIA, LAWRENCE, TOPEKA IT WAS HYPOTHESIZED THAT SIMULATION AS AN INSTRUCTIONAL TECHNIQUE WOULD PRODUCE RESULTS SIGNIFICANTLY BETTER THAN THOSE OBTAINED IN CLASS GROUPINGS WHICH EMPLOYED ONLY LECTURE-DISCUSSION METHODS. FOUR HUNDRED AND FIVE 12TH-GRADE AMERICAN GOVERNMENT STUDENTS IN 2 HIGH SCHOOLS IN KANSAS WERE THE SUBJECTS. FIVE CLASSES, 225 STUDENTS, CONSTITUTED THE EXPERIMENTAL GROUP WHICH EMPLOYED SIMULATION. THE OTHER 180 STUDENTS CONSTITUTED THE CONTROL GROUP AND HAD INSTRUCTION SIMILAR IN EVERY RESPECT TO THAT RECEIVED BY THE EXPERIMENTAL GROUP EXCEPT THAT SIMULATION PROCEDURES WERE REPLACED BY LECTURES AND DISCUSSIONS. THE SAME TWO TEACHERS AT EACH HIGH SCHOOL TAUGHT THEIR RESPECTIVE EXPERIMENTAL CLASSES AND CONTROL CLASSES, AND BOTH HAD PREVIOUS EXPERIENCE IN THE USE OF SIMULATION AND CUSTOMARILY TAUGHT THE SUBJECT. DATA WERE ACQUIRED FROM THREE PHASES OF TESTING—(1) AT INTRODUCTION OF INSTRUCTION IN INTERNATIONAL RELATIONS, (2) AT CONCLUSION OF 6-WEEK UNIT OF INSTRUCTION, AND (3) APPROXIMATELY 2 MONTHS SUBSEQUENT TO TERMINATION OF INSTRUCTION. IQ, READING ABILITY, GRADE POINT AVERAGE, SEX, AND AGE DATA WERE COLLECTED. TESTING PHASES ADMINISTERED CONSISTED OF (1) CONTENT TEST DESIGNED TO TEST FOR FACTUAL AND CONCEPTUAL KNOWLEDGE, (2) THE WATSON-GLASSER CRITICAL THINKING APPRAISAL, (3) THE CORNELL CRITICAL THINKING TEST, AND (4) AN ATTITUDE SURVEY OF STUDENTS. THE MAJOR FINDINGS OF RESEARCH WERE THAT THERE WERE SIGNIFICANT DIFFERENCES BUT NO IDENTIFIABLE PATTERN IN THE PERFORMANCE OF THE CONTROL GROUP AND THE EXPERIMENTAL GROUP ON THE CONTENT EXAMINATIONS AND THE CRITICAL THINKING TESTS. (GC)

ED 010 316

### COMPARATIVE ECONOMIC SYSTEMS, A BOOK OF READINGS FOR INDUCTIVE TEACHING.

Carnegie Inst. of Tech., Pittsburgh, Pa. Pittsburgh Public School, Pa.

Report No.—BR-5-0655-A; CRP-HS-041-A

Pub Date—64

Note—406P.

EDRS Price MF-\$1.33 HC-\$22.09 Plus Postage.

Descriptors—\*Able Students, \*Course Organization, \*Grade 9, \*Money Systems, Reading Materials, Secondary Education, \*Social Studies Units, Teaching Techniques

Identifiers—PENNSYLVANIA, PITTSBURGH

THIS COURSE WAS DEVELOPED AS PART OF AN INTEGRATED AND SEQUENTIAL HIGH SCHOOL SOCIAL STUDIES CURRICULUM FOR ABLE STUDENTS (UPPER 25 PERCENT). THE COURSE CONSISTS OF 12 UNITS OF STUDY. EACH UNIT CONTAINING A BRIEF STATEMENT OF AN ECONOMIC ISSUE AND SEVERAL READINGS ON THAT ISSUE. THE ISSUES COVERED WERE (1) MAKING ECONOMIC CHOICES

COMMAND ECONOMY, (7) FACTORS OF PRODUCTION, (8) DISTRIBUTION IN THE MARKET ECONOMY, (9) INEQUALITIES AND INEQUITIES, (10) RESTRAINTS ON THE MARKET MECHANISM, (11) DISTRIBUTION IN THE COMMAND ECONOMY, AND (12) MACROECONOMICS. THE COURSE DIFFERS FROM THE USUAL CIVICS COURSE IN (1) SUBJECT COVERAGE, (2) FREQUENCY OF CLASS MEETINGS, (3) TYPE OF READING MATERIAL, (4) SUPPLEMENTARY ACTIVITIES, (5) USE OF NEW TECHNOLOGY, (6) APPROACH TO TEACHING, AND (7) EXAMINATIONS, PAPERS, AND GRADES. THE COURSE IS DESIGNED TO FOLLOW "COMPARATIVE POLITICAL SYSTEMS" (ED 010 317), THE FIRST COURSE IN THE DEVELOPMENT OF A 4-YEAR SEQUENCE. A TEACHER'S MANUAL IS INCLUDED. (RS)

**ED 010 317**  
**COMPARATIVE POLITICAL SYSTEMS, A BOOK OF READINGS FOR INDUCTIVE TEACHING.**

Carnegie Inst. of Tech., Pittsburgh, Pa. Pittsburgh Public Schools, Pa.

Report No.—BR-5-0655-B; CRP-HS-041-B

Pub Date—64

Note—499P.

**EDRS Price MF-\$1.50 HC-\$26.11 Plus Postage.**

Descriptors—\*Able Students, \*Course Organization, Governmental Structure, \*Grade 9, \*Political Power, \*Political Science, Reading Materials, \*Social Studies Units, Teaching Techniques

Identifiers—PENNYSYLVANIA, PITTSBURGH

THIS COURSE WAS DEVELOPED AS PART OF AN INTEGRATED AND SEQUENTIAL HIGH SCHOOL SOCIAL STUDIES CURRICULUM FOR ABLE STUDENTS (UPPER 25 PERCENT). THE COURSE CONSISTS OF 9 UNITS OF STUDY, EACH UNIT CONTAINING A BRIEF STATEMENT OF A POLITICAL ISSUE AND SEVERAL READINGS ON THAT ISSUE. SOME ISSUES COVERED ARE (1) POLITICAL SYSTEMS OF PRIMITIVE SOCIETIES, (2) ATTRIBUTES OF AMERICAN AND SOVIET POLITICAL LEADERS, (3) GAINING AND MAINTAINING POLITICAL SUPPORT IN RUSSIA (U.S.S.R.) AND IN AMERICA, (4) CONTROLLING POLITICAL LEADERS IN RUSSIA (U.S.S.R.) AND IN AMERICA, (5) DECISION-MAKING, AND (6) ROLE OF THE INDIVIDUAL CITIZEN. THE COURSE DIFFERS FROM THE USUAL CIVICS COURSE IN (1) SUBJECT COVERAGE, (2) CLASS MEETINGS, (3) TYPE OF READING MATERIAL, (4) SUPPLEMENTARY ACTIVITIES, (5) USE OF NEW TECHNOLOGY, AND (7) EXAMINATIONS. THE COURSE IS DESIGNED TO PRECEDE "COMPARATIVE ECONOMIC SYSTEMS" (ED 010 316), THE SECOND COURSE IN THE DEVELOPMENT OF A 4-YEAR SEQUENCE. A TEACHER'S MANUAL IS INCLUDED. (RS)

**ED 010 318**

**THE SHAPING OF WESTERN SOCIETY, A BOOK OF READINGS FOR INDUCTIVE TEACHING.**

Carnegie Inst. of Tech., Pittsburgh, Pa. Pittsburgh Public Schools, Pa.

Report No.—BR-5-0655-C; CRP-HS-041-C

Pub Date—65

Note—552P.

**EDRS Price MF-\$1.67 HC-\$30.13 Plus Postage.**

Descriptors—\*Able Students, \*Course Organization, Curriculum Development, European History, \*Grade 10, Historical Reviews, \*History Instruction, History Textbooks, Reading Materials, Secondary Education, \*Social Studies Units, Teaching Techniques

Identifiers—PENNYSYLVANIA, PITTSBURGH

THIS COURSE WAS DEVELOPED AS PART

OF AN INTEGRATED AND SEQUENTIAL HIGH SCHOOL SOCIAL STUDIES CURRICULUM FOR ABLE STUDENTS (UPPER 25 PERCENT). A BOOK OF READINGS FOR INDUCTIVE TEACHING, THE COURSE, BASED ON INDUCTIVE TEACHING, CONSISTS OF 17 UNITS OF STUDY WHICH INCLUDE—(1) THE SHAPING OF WESTERN SOCIETY FROM INNOVATION TO TRADITION (500 BC TO 1300 AD), (2) THE SHAPING OF SOCIETY FROM TRADITION TO INNOVATION (1300 AD TO 1800 AD), AND (3) PROBLEMS OF MODERN SOCIETY (1800 TO PRESENT). EACH UNIT TAKES UP ONE SOCIETY OR ONE PROBLEM IN THE WESTERN TRADITION. THE FIRST THREE READINGS OF EACH UNIT CONSIST OF SOURCE MATERIALS FROM WHICH STUDENTS WERE ASKED TO MAKE AN INTERPRETATION AND TO WRITE A SUMMARY ESSAY. THE DOCUMENT IS A REVISION OF THE ORIGINAL COURSE TAUGHT EXPERIMENTALLY. A TEACHER'S MANUAL IS INCLUDED. (RS)

**ED 010 339**

**ARNOFF, MELVIN**

**FAMILIES IN JAPAN, A 4- TO 6-WEEK SOCIAL STUDY DEVELOPED FOR THE SECOND SEMESTER OF GRADE ONE.**

Kent State Univ., Ohio.

Report No.—BR-5-8070; CRP-S-325

Pub Date—JUN66

Note—127P.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Cultural Enrichment, \*Curriculum Development, \*Family (Sociological Unit), Foreign Countries, \*Foreign Culture, Grade 1, Resource Materials, \*Resource Units, Seminars, \*Social Studies

Identifiers—JAPAN, KENT, OHIO

THIS PUBLICATION WAS DEVELOPED AS A RESOURCE UNIT FOR ELEMENTARY SCHOOL TEACHERS TO USE IN A FIRST-GRADE SOCIAL STUDIES CURRICULUM. THE UNIT WAS DEVELOPED AND TESTED AT A SEMINAR HELD IN OCTOBER 1965, AT KENT, OHIO. THE CONTENTS INCLUDE OBJECTIVES, ESSENTIAL GENERALIZATIONS, LEARNING ACTIVITIES, UNIT CONTENT (WHICH PROVIDES THE TEACHER WITH A LIST OF NEEDED MATERIALS), A SUGGESTED DAILY LESSON PLAN, A BIBLIOGRAPHY FOR TEACHERS, AND A LIST OF SUCH RELATED TEACHING AIDS AS FILMS, FILMSTRIPS, AND MUSIC. (GC)

**ED 010 533**

**AREA STUDIES IN THE NON-WESTERN WORLD. STUDENT READINGS AND TEACHER'S MANUAL.**

Carnegie Inst. of Tech., Pittsburgh, Pa.

Report No.—BR-5-0655-D; CRP-HS-041-D

Pub Date—65

Note—325P.

**EDRS Price MF-\$1.00 HC-\$16.73 Plus Postage.**

Descriptors—\*Able Students, \*Area Studies, Communication, Curriculum Development, Developing Nations, Foreign Culture, Grade 10, Historical Reviews, History, Inductive Methods, \*Instructional Materials, Material Development, Race Relations, Racial Segregation, \*Social Studies Units, \*Sociocultural Patterns, \*Teaching Guides

Identifiers—BRAZIL, CHINA, INDIA, PENNSYLVANIA, PITTSBURGH, SOUTH AFRICA

TWICE AND COMPLETELY REWRITTEN BEFORE BEING PUBLISHED. THE UNITS OF STUDY COVERED BY THE MATERIALS WERE (1) "APARTHEID IN THE REPUBLIC OF SOUTH AFRICA," (2) "ECONOMIC GROWTH IN INDIA," (3) "RACE RELATIONS IN BRAZIL," AND (4) "TOTALITARIANISM IN CHINA." THESE UNITS AND THEIR ACCOMPANYING TEACHING STRATEGIES WERE PREPARED FOR INDUCTIVE-TYPE INSTRUCTION. (RS)

**ED 011 947**

**DREYFUS, LEE S.**

**THE ONE ROOM SATELLITE.**

Wisconsin Univ., Madison. Research and Development Center for Learning and Re-Education.

Report No.—BR-5-0216-6

Pub Date—JAN66

Contract—OEC-5-10-154

Note—13P.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Classroom Communication, \*Cultural Exchange, English, \*French, High School Students, Instructional Innovation, \*Instructional Technology, Research and Development Centers, Student Participation, Student Reaction, \*Television

Identifiers—EARLY BIRD SATELLITE, MADISON, PARIS, WEST BEND

A WISCONSIN HIGH SCHOOL FRENCH CLASS AND A GROUP OF STUDENTS IN AN ENGLISH CALS AT THE LYCEE HENRI IV OF PARIS, FRANCE, PARTICIPATED IN A COMBINED CLASS SESSION IN THE FIRST INTERNATIONAL TV CLASSROOM EXCHANGE. THE TV SIGNALS WERE EXCHANGED BY MEANS OF THE EARLY BIRD SATELLITE AND PERMITTED THE STUDENTS TO EXCHANGE MESSAGES. DURING THE TELECAST THE AMERICAN STUDENTS SPOKE FRENCH AND THE FRENCH STUDENTS SPOKE ENGLISH. THE HISTORY OF THE ARRANGEMENTS FOR THE BROADCAST, THE TECHNICAL PROBLEMS INVOLVED, AND THE SPECIAL PROVISIONS FOR TRANSMISSION AND RECEPTION OF THE SIMULTANEOUS CLASS MEETINGS, THE SPECIAL PREPARATIONS OF THE AMERICAN STUDENTS, THE PROBLEMS ENCOUNTERED DURING THE BROADCAST, AND THE REACTIONS OF THE AMERICAN STUDENTS TO PARTICIPATION IN THE TELECAST ARE DESCRIBED IN THE REPORT. THE AUTHOR STATES THIS KIND OF EVENT SHOULD BE MADE A COMMON EXPERIENCE IN THE CLASSROOM. THIS ARTICLE HAS BEEN ACCEPTED FOR PUBLICATION IN THE "NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS JOURNAL," 1966. (AL)

**ED 012 029**

**ORTAK, GINA REGEV, ZINA**

**THE IMPROVEMENT OF WRITTEN EXPRESSION AND COMPOSITION IN THE MOTHER TONGUE.**

Hebrew Univ., Jerusalem (Israel). Israel Government, Jerusalem. Ministry of Education and Culture.

Report No.—BR-5-1403

Pub Date—67

Contract—OEC-4-21-012

Note—339P.

**EDRS Price MF-\$1.00 HC-\$18.07 Plus Postage.**

Descriptors—\*Composition Skills (Literary), \*Experimental Curriculum, Language Development, \*Paragraph Composition, Pattern Drills (Language), Teaching Techniques

Identifiers—ISRAEL, JERUSALEM

AN EXPERIMENTAL PILOT PROJECT WAS ESTABLISHED DURING THE 1962-63

AA 000 065

AL 000 514



SCHOOL YEAR IN VARIOUS ISRAELI SECONDARY SCHOOLS TO EXAMINE PROBLEMS IN TEACHING WRITTEN COMPOSITION. THE PROJECT USED EXPERIMENTAL AND CONTROL GROUPS COMPARING TWO SYSTEMS OF INSTRUCTION: (1) THE ASSIGNMENT AND CORRECTION OF COMPOSITIONS, AND (2) A STRUCTURED SYSTEM OF STAGE-BY-STAGE INSTRUCTION IN A PREDETERMINED PLAN. A SECONDARY AIM WAS TO NOTE IF THE SYSTEMATIZED TEACHING OF COMPOSITION SKILLS WOULD LEAD TO IMPROVEMENT IN GENERAL LINGUISTIC ACHIEVEMENT. STAGE A OF THE PROJECT CONSISTED OF ADMINISTERING STRUCTURED EXERCISES ON THE PARAGRAPH, ORGANIZATION, CONTENT, AND KEY SENTENCES. STAGE B WAS CONCERNED WITH THE IMPROVEMENT OF LINGUISTIC FAILURES DETECTED FROM STUDENT COMPOSITIONS PREPARED DURING STAGE A. THE RESULTS OF THE EXPERIMENT INDICATED THAT THE STRUCTURED COURSE ENABLED STUDENTS TO WRITE BETTER-ORGANIZED PARAGRAPHS AND COMPOSITIONS THAN DID TRADITIONAL METHODS. THIS RESEARCH PROJECT RESUME ALSO INCLUDES SAMPLE EXERCISES AND CHARTS OF ACHIEVEMENT RATINGS. (FB)

**ED 013 342** AA 000 194  
CONROY, WILLIAM GILL, CLARK C.  
KEY IDEAS ABOUT LATIN AMERICA, BULLETIN NUMBER 4.

Texas Univ., Austin.  
Report No.—BR-6-1183-BULL-4; BULL-4-1967  
Pub Date—67  
Note—40P.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—Area Studies, Curriculum Development, Curriculum Planning, Economics, Geography, History, Latin American Culture, Social Studies, Sociology

SELECTED KEY IDEAS CONTAINED IN THIS BULLETIN ABOUT LATIN AMERICA ARE ORGANIZED AROUND SIX CATEGORIES AND ARE MEANT AS SUGGESTIONS FOR CURRICULUM BUILDING AND EMPHASIS IN A SOCIAL STUDIES CLASS. THE SIX CATEGORIES ARE: (1) THE PHYSICAL ENVIRONMENT, (2) HISTORICAL BACKGROUNDS, (3) CONTEMPORARY SOCIETY AND THE FAMILY, (4) CONTEMPORARY CULTURE, (5) CONTEMPORARY ECONOMIES, AND (6) CONTEMPORARY POLITICS, GOVERNMENT, AND INTERNATIONAL RELATIONS. SOCIAL STUDIES TEACHERS AT BOTH THE ELEMENTARY OR SECONDARY LEVEL SHOULD FIND THESE IDEAS A USEFUL BASIS FOR THEIR CURRICULUM SINCE MANY OF THE TOPICS CAN BE INTRODUCED IN A SIMPLIFIED FORM IN EARLY GRADES AND DEVELOPED PROGRESSIVELY THROUGH SENIOR HIGH SCHOOL. ONE OF THE PRINCIPAL ASSUMPTIONS OF THIS PROJECT IS THAT THE TEACHER IS THE FOCAL POINT OF ANY PROGRAM WHICH PURPORTS TO STRENGTHEN INSTRUCTION ABOUT LATIN AMERICA AND THAT NEW CURRICULA AND NEW MATERIALS WILL BE OF LITTLE CONSEQUENCE UNLESS TEACHERS THEMSELVES ARE WELL INFORMED. A SUGGESTED TEACHING STRATEGY ADVISES THE INDUCTIVE APPROACH, STARTING WITH FACTS AND THEN MOVING TOWARD CONCEPTUALIZING AND GENERALIZING. THE BULLETIN EMPHASIZES ENDS AND NOT MEANS, GENERALIZATIONS AND NOT DETAILS, LATIN AMERICA AS A WHOLE AND NOT INDIVIDUAL COUNTRIES. RELATED

REPORTS ARE ED 012 365, ED 012 832, AND ED 012 833. (PM)

**ED 013 992** AA 000 260  
MARTONOFF, ANDREA PONTECORVO, AND OTHERS  
GREECE-SELECTED PROBLEMS.  
Chicago Univ., Ill.  
Report No.—BR-6-2445-1  
Note—113P.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
Descriptors—Ancient History, Cultural Interrelationships, Culture, Curriculum Guides, Greek Civilization, High School Curriculum, Problem Sets, Social Studies

A CURRICULUM GUIDE IS PRESENTED FOR A 10-WEEK STUDY OF ANCIENT GREEK CIVILIZATION AT THE 10TH-GRADE LEVEL. TEACHING MATERIALS FOR THE UNIT INCLUDE (1) PRIMARY AND SECONDARY SOURCES DEALING WITH THE PERIOD FROM THE BRONZE AGE THROUGH THE HELLENISTIC PERIOD, (2) GEOGRAPHY PROBLEMS, AND (3) CULTURAL MODEL PROBLEM EXERCISES. THESE CONCEPTS WITH WHICH THE STUDENTS SHOULD GAIN MOST FAMILIARITY INCLUDE THE EXISTENCE OF THE UNIVERSAL CATEGORIES OF CULTURE (ECONOMICS, SOCIAL ORGANIZATION, POLITICAL ORGANIZATION, RELIGION, KNOWLEDGE, AND ARTS), THE INTERRELATEDNESS OF THESE CATEGORIES AT ANY GIVEN POINT IN TIME, AND THE INFLUENCE WHICH CHANGES IN ONE OF THESE MAY PLAY IN PRECIPITATING LARGE-SCALE SOCIAL AND CULTURAL CHANGE. AN INTRODUCTION TO THE BIOLOGICAL DETERMINANTS (INDIVIDUAL GENETIC COMPOSITIONS) AND GEOGRAPHICAL DETERMINANTS (TOPOGRAPHY, CLIMATE, LOCATION, AND RESOURCES) OF GREEK CIVILIZATION IS PROVIDED. THE STUDENT IS ALSO INTRODUCED TO THE IDEA OF CULTURAL DIFFUSION OR CULTURE BORROWING. (TC)

**ED 018 440** TE 499 992

COLE, ALLAN B.  
PLANNING PROJECT FOR THE TEACHING OF ASIAN STUDIES IN NEW ENGLAND SECONDARY SCHOOLS. FINAL REPORT.  
Report No.—BR-6-8711  
Pub Date—DEC67  
Contract—OEC-1-7-068711-0380  
Note—29P.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—Asian History, Chinese, Chinese Culture, Cultural Education, Fine Arts, High School Students, Inservice Teacher Education, Interdisciplinary Approach, Japanese, Library Services, Literature, Religion, Sabbatical Leaves, Secondary Education, Social Studies, Summer Institutes

ASIAN STUDIES IN SECONDARY SCHOOLS HAVE PASSED THEIR PIONEER STAGE AND REQUIRE EXPANSION AND MORE DEPTH. THERE IS NEED FOR PREPARING TEACHERS BY SUMMER INSTITUTES, BY SERVICES WHICH SHOULD BE SUPPLIED BY A SERVICE CENTER, AND BY LEAVES OF ABSENCE FOR STUDIES AT GRADUATE CENTERS AND IN ASIA. THE TEACHING OF CHINESE AND JAPANESE LANGUAGES SHOULD BE SERIOUSLY UNDERTAKEN BY SECONDARY SCHOOL STUDENTS OF GOOD ATTITUDE—AT FIRST AT SOME 10 REGIONAL CENTERS IN NEW ENGLAND. AFTER MORE TEACHERS HAVE BEEN TRAINED, THESE LANGUAGES SHOULD BE OFFERED, AS ARE OTHERS, AS PART OF THE REGULAR CURRICULUM. IF THERE IS TO BE ADEQUATE GOVERNMENT-

TAL SUPPORT, PERHAPS ONE-THIRD OF THE SECONDARY SCHOOLS IN NEW ENGLAND COULD COME TO PROVIDE SUCH INSTRUCTION. (THIS SURVEY DESCRIBES THE OPPORTUNITIES FOR ASIAN STUDIES IN SECONDARY SCHOOL CURRICULA AND WHAT THE FURTHER NEEDS ARE. IT OUTLINES BY PHASES AND ACTIVITIES A PROPOSED SERVICE CENTER FOR TEACHERS OF ASIAN STUDIES IN NEW ENGLAND.) (AUTHOR)

**ED 019 220** SE 003 049

POLIAKOFF-MAYBER, ALEXANDRA  
STUDY OF BIOLOGY TEACHING AND THE PROSPECT OF ADAPTATION OF THE BSCS PROGRAM FOR HIGH SCHOOLS IN ISRAEL. FINAL REPORT.

Hebrew Univ., Jerusalem (Israel).  
Report No.—BR-5-1407  
Pub Date—66  
Note—12P.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Academic Achievement, Biology, Comparative Analysis, Curriculum, Curriculum Development, Educational Programs, Evaluation, Grade 9, International Education, Science Course Improvement Project, Secondary School Science, Student Attitudes  
Identifiers—BIOLOGICAL SCIENCES CURRICULUM STUDY, ISRAEL, TEST ON UNDERSTANDING SCIENCE

REPORTED ARE THE ADAPTATION OF THE BIOLOGICAL SCIENCES CURRICULUM STUDY (BSCS) YELLOW VERSION BIOLOGY FOR USE IN ISRAEL AND A DESCRIPTION OF A FEEDBACK AND EVALUATION SYSTEM WHICH IS BEING USED IN COMPARING THE BSCS ADAPTATION TO THE CONVENTIONAL ISRAELIAN BIOLOGY PROGRAM. PART 1 DEALS WITH THE ADAPTATION OF THE BSCS MATERIALS WHICH WAS DONE BY 25 BIOLOGY TEACHERS FROM VARIOUS TYPES OF ISRAELIAN SECONDARY SCHOOLS (ACADEMIC, AGRICULTURE KIBBUTZIM), A TEXTBOOK, LABORATORY MANUAL FOR THE STUDENT, AND A BOOK FOR THE TEACHER WERE PREPARED SIMULTANEOUSLY. THE PRIMARY TEXTBOOK AND LABORATORY CHANGES FOR EACH YELLOW VERSION CHAPTER ARE GIVEN IN THE REPORT. PART 2 DISCUSSES THE TESTING PHASE WHICH IS DIRECTED AT TWO MAJOR OBJECTIVES. THESE ARE (1) TO PRODUCE FEEDBACK INFORMATION OF TEACHING EFFICIENCY, AS MEASURED BY STUDENT ACHIEVEMENT, ON KEY POINTS IN THE TEXT, AND (2) TO PROVIDE EVALUATION DATA IN COMPARING THE BSCS APPROACH TO CONVENTIONAL BIOLOGY INSTRUCTION. BSCS QUARTERLY ACHIEVEMENT TESTS WERE ADAPTED TO PROVIDE FEEDBACK INFORMATION. THE TESTS USED ON A PRE- AND POST-TEST BASIS FOR THE COMPARATIVE ANALYSIS WERE (1) THE TEST ON UNDERSTANDING SCIENCE (Tous), (2) INVESTIGATOR-CONSTRUCTED ATTITUDE AND BIOLOGICAL INFORMATION TESTS, AND (3) THE "MILTA" GROUP INTELLIGENCE TEST. THE CONTROLLED EXPERIMENT WAS INITIATED DURING THE 1966-67 SCHOOL YEAR. THE RESULTS OF THE ACHIEVEMENT TESTS, INCLUDING ITEM ANALYSES, ARE BEING MADE AVAILABLE TO ALL PARTICIPATING TEACHERS. (DS)

**Curriculum and Teaching of Mathematics in the Higher Secondary Schools.**

National Council of Educational Research and Training, NIE Campus, New Delhi (India). Dept. of Curriculum and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—NIE-HEW-NO-009

Note—426p.

**EDRS Price MF-\$1.33 HC-\$23.43 Plus Postage.**

Descriptors—Course Content, \*Curriculum, Curriculum Development, \*Curriculum Guides, \*Mathematics, Objectives, \*Secondary School Mathematics, Teaching Techniques

Identifiers—India, New Delhi

This curriculum guide for general mathematics consists of the development of a number of basic concepts which are chosen because of their relevance to problems of applications. These concepts are classified under the following strands—(1) concept of number, (2) concepts basic to operations, (3) concepts of percent and percentage, (4) concepts basic to geometric form and position, (5) concepts of measurement, (6) concepts of functional relationship, (7) concepts of comparison, (8) concepts of probability, (9) concepts of set, (10) concepts of limit, (11) concepts of infinity. All the concepts are developed continuously and simultaneously through four years of high school and at varying levels of sophistication and difficulty. (RP)

ED 021 763 SE 004 978

**Curriculum and Teaching of Mathematics in the Higher Secondary Schools.**

National Council of Educational Research and Training, NIE Campus, New Delhi (India). Dept. of Curriculum and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—NIE-HEW-NO-009

Note—236p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Algebra, Arithmetic, \*Course Objectives, \*Curriculum, Evaluation, Geometry, Instructional Materials, \*Mathematics, \*Secondary School Mathematics, Teaching Procedures

Identifiers—India, New Delhi

This curriculum project in general mathematics was planned with two specific objectives—(1) to study the existing curricula, textbooks, and teaching methods in mathematics in higher secondary schools of various states, and (2) to develop a new curriculum in mathematics in light of the objectives of teaching the subject and to try out the experimental curriculum by adopting suitable techniques of teaching and learning. Given is a brief account, in two sections, of how the project was conducted through various stages. Section I deals with the study of the existing syllabuses, textbooks, and teaching methods in mathematics in higher secondary schools. Section II deals with the development of the new curriculum as it involves (1) formulation and specifications of objectives, (2) selection and organization of learning materials, (3) developing the learning experiences, and (4) evaluation of the curriculum. (RP)

ED 021 866 TE 499 979

**Michaelis, John U. Preparation of Teaching Guides and Materials on Asian Countries for Use in Grades I-XII. Final Report.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—HS-146

Pub Date—1 Jul 68

Contract—OEC-5-10-040

Note—324p.

**EDRS Price MF-\$1.00 HC-\$16.73 Plus Postage.**

Descriptors—Area Studies, \*Asian History, Chinese Culture, Course Content, \*Culture, \*Curriculum Development, Curriculum Evaluation, Curriculum Guides, Elementary Education, Geographic Regions, Geography, History, Indians, Secondary Education, Social Studies, \*Social Studies Units, \*Teaching Guides

Identifiers—\*Asia

Intended to improve instruction in Asian studies in grades 1-12, this report of a project (University of California, Berkeley) contains extensive lists of general guidelines for incorporating Asian studies into the social studies curriculum; guidelines for preparing units of instruction on Asian topics; example units for elementary and high school; assessments of units prepared for the project, based on teacher evaluations, student reactions, and test data; and an outline and illustrative lessons plans for a thematic approach to an elective high school course on Asian cultures. A summary of project activities and recommendations for improving curriculum development projects in the social studies are also included. Appendices present a list of sources of information on Asian studies and Asian countries; a list of project personnel; a list of materials disseminated by the project; and instruments used to evaluate units of instruction. (JS)

ED 022 781 TE 499 978

**Gill, Clark C. Conroy, William B. The Treatment of Latin America in Social Studies Instructional Materials. Bulletin No. 5.**

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEC-4-6-061183-1216

Note—46p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Audiovisual Aids, Bibliographies, Cultural Awareness, Cultural Differences, \*Cultural Education, Elementary Education, Filmstrips, Geography Instruction, History Instruction, \*Instructional Materials, \*Latin American Culture, Resource Materials, Secondary Grades, \*Social Studies, Supplementary Reading Materials, Textbook Bias, \*Textbook Evaluation, Textbook Selection, Units of Study

The University of Texas Latin America Curriculum Project's survey of instructional materials for elementary and secondary schools revealed specific strengths and weaknesses at all levels. The particular weaknesses found in elementary materials were that (1) instructional materials varied widely in type and quality; and (2) textbooks emphasized physical geography rather than cultural or social background, gave little in-depth knowledge of any one area, emphasized nontypical countries, indiscriminately included names and dates, were overly general about contemporary problems, emphasized recall of facts rather than reasoning, and made little attempt to relate new material to the student's known world. On the positive side, the survey discovered many books and pamphlets available for the elementary grades, as well as some teaching units and visual aids. At the secondary level, the project found that textbooks tended either to lose sight of Latin America in a world picture or to consider only the area's relationship with the United States from 1890 to the 1930's. Bibliographies of supplementary books and pamphlets, some satisfactory teaching units, and film strips were found to be available for use at this level. The use of current events media, although frequently biased, was recommended for use in secondary classrooms over a period of time to develop an in-depth understanding of one area. (LH)

ED 023 690 TE 499 971

West, Edith And Others

**Preparation and Evaluation of Social Studies Curriculum Guides and Materials for Grades K to 14. Final Report.**

Minnesota Univ., Minneapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—HS-045

Pub Date—Aug 68

Contract—OEC-3-10-106

Note—459p.

**EDRS Price MF-\$1.33 HC-\$24.77 Plus Postage.**

Descriptors—Behavioral Sciences, \*Curriculum Development, \*Curriculum Evaluation, \*Curriculum Planning, Economics, Elementary Education, Geography, History, Inquiry Training, Inservice Programs, Instructional Materials, Non Western Civilization, Political Science, Primary Education, Secondary Education, Social Sciences, \*Social Studies, Social Studies Units, Sociology

The Minnesota Social Studies Curriculum Center has developed a social studies curriculum for grades K-12. Recommendations for grades 13-14 have not been made yet. The curricular framework provides continuity and sequence for those key concepts, generalizations, skills, and attitudinal behaviors identified as goals for the program. The curriculum provides increased emphasis upon the non-western world, behavioral sciences, structure in disciplines, the study of value conflicts, teaching pupils inquiry methods, and inquiry teaching-strategies. The program is designed for pupils of different ability levels. The Center has prepared resource units and a general guide at each grade level and has written some pupil materials to supplement those available commercially. Courses and units have been field-tested and revised in the light of teacher feedback. The Center has experimented with an inservice training program which employs teachers who have taught the new courses to train other teachers. Questionnaire studies have been used to obtain reactions of teachers to materials and to inservice programs. Two careful evaluation studies have been conducted: one of the seventh-grade sociology course and one of the primary-grade materials. (Author/SW)

ED 023 692 TE 499 973

Beyer, Barry K. Ed.

**Africa South of the Sahara: A Resource Guide for Secondary School Teachers. Interim Report.**

Carnegie-Mellon Univ., Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEC-3-7-070724-2970

Note—217p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—African Culture, Annotated Bibliographies, Audiovisual Aids, Biographies, \*Curriculum Development, History, \*Instructional Materials, \*Secondary Education, \*Social Studies, Student Attitudes, Teaching Guides

Identifiers—\*Africa, Project Africa

Information to help educators develop a program of study about Africa south of the Sahara is presented in this guide for use with secondary school students. Appropriate objectives for a study of this region and its people are stated: the acquisition of sufficient information to make contemporary Africa intelligible, the formulation of concepts useful in organizing future information about the people and the countries, and the development of the intellectual skills of inquiry and generalization. Included are guidelines for instruction; a survey of the literature on teaching about the region; a summary of the attitudes toward Africa held by American secondary school students; an extensive annotated bibliography listing materials and audiovisual aids on

curriculum development, teaching improvement, Africa south of the Sahara, West Africa, East Africa, Central Africa, Southern Africa, and specific countries; and a bibliography of recommended basic instructional materials on the region. (See also TE 499 975.) (JS)

ED 027 095

PS 001 710

Primus, Pearl E.

**A Pilot Study Integrating Visual Form and Anthropological Content for Teaching Children Ages 6 to 11 about Cultures and Peoples of the World; Specifically, the Preparation of a Danced Presentation with Lecture Interpreting Some of the Cultural Values in West and Central African Communities. Final Report.**

New York Univ., N.Y. School of Education.  
Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-3-369

Pub Date—Feb 68

Contract—OEC-5-10-181

Note—100p.

**EDRS Price MF-0.83 HC-54.67 Plus Postage.**

Descriptors—African Culture, Anthropology, Cross Cultural Training, Cultural Awareness, Cultural Education, \*Dance, \*Elementary School Students, \*Intercultural Programs, Multimedia Instruction, \*Music, Nonverbal Learning, \*Pilot Projects, Sociocultural Patterns, Special Programs, Teaching Methods, Teaching Models

A pilot study was conducted to demonstrate the use of dance as a method for improving and extending curriculum content of world cultures in elementary schools. The secondary objectives emphasized nonverbal experience as a means of interpreting the patterns of cultural values in West and Central Africa. Most of the 41 presentations of the dance program were performed before a variety of elementary school audiences, but some presentations were shown to the public. The evaluation consisted of analyzing 666 letters and 691 drawings from children, photographs, taped interviews using questionnaires, and letters from educators and professional advisors. The results showed that an educational program using dance, music, and sculpture to integrate visual form and anthropological content could be used successfully to teach children of ages six to eleven about various cultures. The director urged the use of such programs as "cultural bridges" to establish better understanding among peoples of the world. (JS)

ED 028 190

TE 499 948

Hellerman, Leon

**Polk and Mexico A Study in Presidential Leadership and the Use of Power. Teacher and Student Manuals.**

Amherst Coll., Mass.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-H-168

Pub Date—67

Contract—OEC-5-10-158

Note—82p.

**EDRS Price MF-0.83 HC-54.67 Plus Postage.**

Descriptors—\*American History, Area Studies, Curriculum Guides, \*Foreign Policy, History, \*History Instruction, Instructional Materials, International Relations, Mexican American History, \*Political Power, Political Science, \*Presidents, Secondary Education, Social Sciences, Social Studies, Social Studies Units, United States History

Identifiers—James K. Polk, \*Mexican American War

Focusing on James K. Polk's handling of the diplomatic crisis with Mexico, which followed his accession to office, and on the results of the Mexican War, this unit asks the student to evaluate Polk's actions. In the evaluation, the student must assess

the responsibilities of presidential leadership and confront the implications of power in international affairs. Subsidiary questions include the relationship between the President and Congress in the making of foreign policy, the problem of criticizing a President's wartime policies, and the question of whether war is ever justified as an instrument of national policy. (Author)

ED 028 194

TE 499 952

Gorman, Ira

**The United States and the Soviet Union, 1917-1965. Teacher and Student Manuals.**

Amherst Coll., Mass.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-H-168

Pub Date—65

Contract—OEC-5-10-158

Note—60p.

**EDRS Price MF-0.83 HC-53.50 Plus Postage.**

Descriptors—\*American History, Curriculum Guides, European History, Foreign Policy, History, \*History Instruction, Instructional Materials, \*International Relations, Modern History, Political Science, Secondary Education, Social Sciences, Social Studies, Social Studies Units, Teaching Methods, \*United States History, World Affairs

Identifiers—Soviet Union, \*Union of Soviet Socialist Republics, USSR

Intended for college-preparatory students at the high school level, this unit investigates the changing tides in U.S.-Soviet diplomatic relations and the reasons for the change. The focus of the unit is on a series of particular episodes such as the questions of famine relief in the 1920's, diplomatic recognition in the 1930's, World War II, the Berlin blockade, the Hungarian Revolution, and the Cuban missile crisis. Introductions set each episode in context, and the student is asked to assess the wisdom and success of American policy-making. (Author)

ED 030 010

AA 000 370

**African South of the Sahara: An Objective Test for Secondary Schools. A World Regions Perception Survey.**

Carnegie-Mellon Univ., Pittsburgh, Pa.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—[68]

Contract—OEC-3-7-070724-2970

Note—16p.

**EDRS Price MF-0.83 HC-51.67 Plus Postage.**

Descriptors—\*African Culture, Attitude Tests, \*Cultural Awareness, \*Diagnostic Tests, Geographic Concepts, \*Geographic Regions, Individual Tests, Objective Tests, Secondary School Students, Social Studies, \*Student Attitudes, Student Testing

Identifiers—\*Africa, Project Africa

Designed by Project Africa of Carnegie-Mellon University, these two test instruments have been used to discover what selected American secondary school students know or believe about Africa and other regions of the world. The first instrument, a 30-minute objective test, "Africa South of the Sahara," is comprised of 60 multiple-choice and matching questions. An answer key is provided. The second test, "A World Regions Perception Survey," asks students to match 90 selected vocabulary terms with any of seven regions of the world—North America, South America, Europe, Russia, Asia, the Middle East, and Africa south of the Sahara. A world map and directions for administration of both tests are included. (See ED 023 692 and ED 023 693 for the reports of the projects in which these tests were used.) (RD)

ED 032 116

PS 002 016

**Family Life Around the World, Level 1.**

Sam Houston State Coll., Huntsville, Tex. Dept. of Education.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No.—DPS-68-5055

Pub Date—Aug 68

Note—181p.

**EDRS Price MF-0.83 HC-51.03 Plus Postage.**

Descriptors—American Culture, Behavioral Objectives, \*Curriculum Guides, \*Elementary School Curriculum, \*Family Life, Foreign Culture, \*Grade 1, Multimedia Instruction, \*Social Studies

This document, intended for use with first graders, is one of a series of social studies curriculum guides. Lessons include (1) Families in Our Community, (2) Families in High Rise Apartments, (3) Families in Old Homes of the City, (4) Families in Alaska, (5) Families in Mexico, and (6) Families in Japan. The program is structured so that (1) the course content is taught within a conceptual framework, i.e., the student is taught to understand basic concepts rather than a mass of isolated facts, (2) the use of the discovery or inquiry method of study is emphasized, (3) many disciplines of the social sciences (economics, geography, history, anthropology, and political science) are integrated into the material, (4) the child is placed in a world wide community, (5) basic skills and research techniques are encouraged, (6) multi-media resources are used, and (7) program objectives are stated in terms of children's behavior. An Instructional Kit containing slides, films, tapes, and transparencies to accompany the guide is available. Bibliographies suggest additional materials. (WD)

ED 032 320

TE 499 914

Durkin, Mary C. Ellis, Kim

**Four Communities Around the World, Grade Three. The TABA Social Studies Curriculum.**

San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—69

Contract—OEC-6-10-182

Note—236p.; A revision of the third grade materials in the Contra Costa County social studies program.

**EDRS Price MF-0.83 HC-51.71 Plus Postage.**

Descriptors—\*Community Characteristics, Cross Cultural Studies, Cultural Differences, Cultural Environment, Cultural Exchange, Cultural Factors, Cultural Interrelationships, Cultural Traits, Economic Factors, Economic Status, Environmental Influences, Eskimos, Ethnic Groups, \*Grade 3, Race Influences, Social Change, \*Social Studies Units, \*Socioeconomic Influences, Teaching Guides

This teacher's guide, which presents 19 student behavioral objectives to be achieved in grade 3, is designed to help children recognize and respect differences in cultures other than their own. The year's plan deals with four communities around the world, with two units on each community: (1) The Central Eskimo—"Differences in economies are associated with differences in the ways people use their environment and skills," and "Contact between cultures often brings changes in the social institutions within them." (2) The Desert Nomad—"Interaction between a people and their physical environment influences the way in which they meet their needs," and "Tradition influences the ways in which a group of people modify their behavior." (3) The Thai Villager—"The basic economy of a society has a major influence on the life style of its people," and "Tradition and innovation interact to determine the modifications that will occur in a people's way of

life." (4) The Norwegian Fisherman-Farmer—"Interaction between a people and their physical environment influences the way in which they meet their needs," and "People may develop new ways within their tradition to achieve their goals." Learning objectives, suggested learning activities, teachers' notes, and evaluation exercises are included for each unit. (LH)

**ED 032 322** **TE 499 916**

Duwall, Alice. *And Others*.  
United States and Canada—Societies in Transition, Grade Five. **The TABA Social Studies Curriculum.**

San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—69  
Contract—OEC-6-10-182  
Note—294p.; A revision of the fifth grade materials in the Contra Costa County social studies program.

**EDRS Price MF-\$1.00 HC-\$15.39 Plus Postage.**  
Descriptors—American History, Cultural Background, Cultural Factors, Economic Development, Environmental Influences, European History, Family Mobility, \*Grade 5, \*Modern History, Social Change, Social Development, Social Mobility, \*Social Studies Units, \*Teaching Guides, \*Technological Advancement, Western Civilization

Identifiers—Canada, \*United States  
The technological and cultural changes that have affected the United States and Canada since the 15th century are the subjects of this teacher's guide for a fifth-grade social studies course. Six units are presented: (1) "New discoveries result from the application of previously learned knowledge to the solution of current problems." (2) "The life style of a culture is shaped by the contributions of groups which make up that culture." (3) "Conflict may develop among groups when goals and expectations differ." (4) "A mobile people tend to develop a way of life that differs from that in established communities." (5) "Technological development contributes to the nature and extent of cultural change." (6) "The physical and cultural resources of an area encourage specialization in the use of land." Nineteen behavioral objectives to be mastered during the year and the rationales behind them are given. Also listed are the objectives of the curriculum (grades 1-8) of which this guide is a part, and the 11 key concepts emphasized at all levels of the curriculum. Teaching strategies for cognitive skills, attitudes, feelings, and values are included. (LH)

**ED 032 323** **TE 499 917**

Durkin, Mary C. *And Others*.  
Middle and South America—Societies in Transition, Grade Six. **The TABA Social Studies Curriculum.**

San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—69  
Contract—OEC-6-10-182  
Note—217p.; A revision of the sixth grade materials in the Contra Costa County social studies program.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**  
Descriptors—Area Studies, Cross Cultural Studies, Cultural Background, Cultural Differences, Cultural Interrelationships, Culture Contact, Geographic Regions, \*Grade 6, Human Resources, \*Latin American Culture, Natural Resources, Personal Values, Political Divisions (Geographic), Social Problems, \*Social Studies Units, \*Socioeconomic Influences, \*Teaching Guides, \*Technological Advancement

Identifiers—Central America, \*South America

The primary emphasis of this teaching guide for a grade 6 social studies course is on the people of the societies which exist in Middle and South America. Five units, each organized around a main idea, are suggested: (1) "Cultures change in varying degrees when they come in contact with another culture." (2) "Though all cultures possess certain unique features, they are also similar in a number of ways." (3) "The human and natural resources and geographic features of an area influence the material prosperity of the people within that area." (4) "Different cultures deal with certain basic problems in a variety of ways." (5) "Changes that occur in one part of a society often produce changes in other parts of the society." Notes to the teacher, learning objectives, learning activities, and evaluation exercises are developed for each unit. Teaching strategies for cognitive skills and for attitudes, values, and feelings are given. Also listed are the objectives of the curriculum of which this course is a part, the 11 key concepts emphasized throughout it, and 19 behavioral objectives to be achieved during the sixth grade. (LH)

**ED 032 324** **TE 499 918**

Africa South of the Sahara, Rationale and Introduction: An Experimental Program of Study for Secondary School Social Studies Students. **Teaching Guide.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date—69  
Contract—OEC-3-7-070724-2970

Note—67p.  
**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—African Culture, Audiovisual Aids, Cultural Background, \*Curriculum Development, Inductive Methods, \*Instructional Materials, \*Social Studies, Social Studies Units, Socioeconomic Influences, Teaching Methods, World Geography, World History

Identifiers—Africa, Project Africa  
The articulation of a rationale for Project Africa's instructional program, the collection of materials for improving inquiry-oriented instruction at the secondary level about Africa south of the Sahara, and the preparation of teaching and study guides have been completed. This geographic region, rather than the whole continent, was chosen to allow for an in-depth study of a unique African region, the understanding of which "is vital to any understanding of the African continent." The development of learning materials was based on teaching the student to identify the purpose for inquiry, to build and test a hypothesis, to draw conclusions, and to apply those conclusions to new data. The curriculum was divided into three areas of study: the cultural background of Africans south of the Sahara, the social and economic forces which have affected them in the past, and the impact of modern ideas and technology on the African way of life. (The initiatory unit for the study of Africa south of the Sahara is included.) See ED 030 010, ED 023 692, ED 023 693, and TE 499 919-921 for additional Project Africa materials. (MP)

**ED 032 325** **TE 499 919**

Peoples of Africa, Topic 1. Africa South of the Sahara: A Program of Study for Secondary School Social Studies Students. **(Teaching and Student Guides).**

Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date—69  
Contract—OEC-3-7-070724-2970  
Note—189p.

Available from—ERIC Clearinghouse on the Teaching of English, 508 So. Sixth St., Champaign, Ill. 61820 (on loan only)  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—African Culture, Area Studies, Community Characteristics, \*Cross Cultural Studies, Cultural Factors, Cultural Traits, Environmental Influences, \*Ethnic Groups, Physical Characteristics, Secondary Education, Social Characteristics, Social Structure, \*Social Studies Units, Study Guides, \*Teaching Guides, Teaching Methods

Identifiers—Africa, Project Africa  
This teaching guide and student text for Project Africa's curriculum program, "Africa South of the Sahara," deal with how four typical contemporary African peoples acquired their present way of life: (1) the Hausa of Northern Nigeria, (2) the Kung Bushmen of the Kalahari Desert, (3) the Mecha of Galla of Ethiopia, and (4) the Kikuyu of Kenya. Techniques of classification and an inquiry-oriented teaching strategy based on a scientific approach are emphasized. The teacher's guide contains detailed lesson plans, suggestions for classroom procedure, lists of instructional aids, guides in using these aids, maps, glossaries, and student study guides. The student text contains specific background information on the peoples studied, reading lists, and newspaper selections. [Not available in hard copy due to marginal legibility of original document.] (MP)

**ED 032 332** **TE 499 930**

Buffinton, Thomas F.  
Imperialism and the Dilemma of Power. **Teacher and Student Manuals.**

Amherst Coll., Mass.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-H-168  
Pub Date—65  
Contract—OEC-5-10-158  
Note—56p.  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Colonialism, \*Curriculum Guides, Developing Nations, Economic Factors, European History, \*Foreign Policy, \*Imperialism, Industrialization, \*International Relations, Nationalism, Political Attitudes, Political Influences, Political Issues, Political Power, Secondary Education, \*Social Studies, Socioeconomic Influences, \*United States History

Exploring the dilemma and responsibilities of power, this social studies unit begins with an article by a Chinese Communist who attacks America as aggressively imperialistic and ends with an article by an Englishman who lauds American imperialism. Sections of the unit discuss (1) the nature of imperialism, (2) the substance of European imperialism, as well as the political pressures and ideologies, at the end of the 19th century, (3) the imperialistic course taken in the early 20th century by the United States in the Philippines and the Caribbean, and (4) the burden of responsibility today in such places as the Dominican Republic and Vietnam. Excerpts from "The Congressional Record" and from messages by Woodrow Wilson, Theodore Roosevelt, and Cordell Hull are included as well as charts which compare the economic growth of the world's empires at the turn of the 19th century and which indicate significant events in recent United States History. [Not available in hard copy due to marginal legibility of original document.] (Author/JB)

**ED 032 335** **TE 499 933**

Harris, Jonathan  
Hiroshima: A Study in Science, Politics and the Ethics of War. **Teacher and Student Manuals.**

Amherst Coll., Mass.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-H-168

Pub Date—65

Contract—OEC-5-10-158

Note—60p.

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Curriculum Guides, \*Decision Making, Ethical Values, Military Science, Modern History, \*Moral Issues, \*Nuclear Warfare, Political Influences, Political Power, Public Opinion, Scientific Attitudes, Secondary Education, \*Social Studies, United States History

Identifiers—Hiroshima

By focusing on the question of whether it was right or wrong to drop the atomic bomb on Hiroshima, this social studies unit seeks to illuminate the political, military, scientific, and moral complexities involved in making far-reaching decisions today. Sections of the unit use primary materials from American, Japanese, and English sources to explore the following questions: (1) What was the choice in terms of Japanese versus American lives? (2) Was the A-bomb a military necessity? (3) As the agency of the atomic scientists and the Japanese reaction to the Potsdam Declaration are reviewed in light of recent history, was there a better way to win the war? (4) Was Russia the reason that the United States used the bomb? and (5) Was the use of the A-bomb morally defensible? Included are excerpts from the opinions of atomic scientists, military officers, and political leaders. [Not available in hard copy due to marginal legibility of original document.] (Author/JB)

ED 032 337

TE 499 935

Bebe, Ralph K.

**The Embargo of 1807: A Study in Policy-Making. Teacher and Student Manuals.**

Amherst Coll., Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRP-H-168

Pub Date—65

Contract—OEC-5-10-158

Note—67p.

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Curriculum Guides, Decision Making, Democratic Values, Foreign Policy, \*Leadership, Leadership Qualities, Leadership Responsibility, Leadership Styles, Majority Attitudes, \*Policy Formation, Political Influences, Political Power, Public Opinion, Secondary Education, \*Social Studies, \*United States History

Identifiers—\*Thomas Jefferson  
Focusing on the controversy which surrounded Thomas Jefferson and the Embargo of 1807, this social studies unit examines the numerous factors which affect presidential policy-making and leadership. The unit presents newspaper accounts of the boarding of the American frigate "Chesapeake" by the English in 1807 and enumerates the factors that influenced Jefferson's subsequent response to the situation—(1) Jefferson's temperament, his political philosophy and feelings about the limitations of the federal government, and how this complicated his decision, (2) the political and international situation existing at the time of the Chesapeake incident which conditioned Jefferson's response, (3) his actual response to the crisis and steps in the development of his policy of embargo, and (4) public reaction to the Embargo and Jefferson's difficulties in carrying out this policy. Jefferson's policy is then assessed and the complexities involved in the judgment of any public policy are discussed. Included are excerpts from the writings of Thomas Jefferson and newspaper accounts of American and British reactions to the crisis. [Not available in hard copy due to marginal legibility of original document.] (Author/JB)

ED 033 143

TE 499 910

Gill, Clark C. Conroy, William B.

**Development of Guidelines and Resource Materials on Latin America for Use in Grades 1-12. Final Report.**

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—1 Aug 69

Contract—OEC-4-6-061183-1216

Note—68p.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**

Descriptors—American History, Area Studies, \*Cultural Background, Cultural Education, Curriculum Evaluation, Geography, \*Instructional Materials, \*Latin American Culture, \*Program Evaluation, Social Background, Social Influences, Social Problems, Social Studies, \*Social Studies Units, Social Systems

Identifiers—Latin America

The Latin America Project (1966-69) consisted of two phases: (1) completion of background studies and (2) preparation, field testing, and evaluation of instructional materials. Five background bulletins were prepared and distributed (See ED 012 832, ED 012 833, ED 012 365, ED 013 342, ED 022 781) and instructional materials organized around concepts in the background bulletin. "Key Ideas about Latin America," were developed. Five of 8 units prepared—"Birthdays in Venezuela," a slide show for primary grades; "Latin America: Its Land, Story and Peoples," middle grades; "Latin America: A Cultural Region of the World," grades 8-10; "Establishment of the American Colonies: A Comparison of Spanish and English America," senior high American history; and "Contemporary Inter-American Relations," senior high American history—were tested in classrooms, and teacher and pupil evaluations yielded generally favorable responses. A major recommendation was that a future similar project might be undertaken as a joint venture of a university and a publisher. (LH)

ED 033 249

AA 000 419

Withuhn, Barton And Others

**Geography of Africa: An Experimental Programmed Teaching Unit.** Carnegie-Mellon Univ., Pittsburgh, Pa. Social Studies Curriculum Center.

Pub Date—69

Note—191p.

**EDRS Price MF-50.83 HC-\$10.03 Plus Postage.**

Descriptors—Climatic Factors, \*Curriculum Research, \*Geography, \*High School Studies, Individualized Instruction, Maps, \*Social Studies

Identifiers—\*Africa

This programmed text of basic geography was created by Project Africa, a social studies curriculum research and development project established at Carnegie Mellon University (Pittsburgh, Pennsylvania). This material is intended to serve as an independent study aid for students who wish to understand basic geographic principles of location, seasons and climate, especially as they apply to Africa. Although the program is designed for high school social studies, the appended maps have been tested and incorporated into other parts of a sixteen-week, junior high school program of study on Africa south of the Sahara. (Author/BF)

ED 033 969

TE 499 959

Newmann, Fred M. And Others

**A Law and Social Science Curriculum Based on the Analysis of Public Issues. Final Report.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—HS-058

Pub Date—Mar 69

Contract—OEG-3-10-142

Note—389p.

Available from—ERIC Clearinghouse on the Teaching of English, 508 South Sixth Street, Champaign, IL 61820 (on loan only)

**EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Concept Teaching, Critical Thinking, Current Events, \*Curriculum Development, \*Discussion (Teaching Technique), Experimental Curriculum, Fundamental Concepts, Productive Thinking, Public Affairs Education, Secondary Education, \*Social Problems, \*Social Studies, Values

This four-part report from the Harvard Social Studies Project describes a secondary school curriculum based on an analysis of public controversy and developed to train students to examine, through discussion and argument, the kinds of disputes that cause social conflict. The first part of the report is a discussion of the curriculum approach which is a sequence of five levels: (1) Introduction to Social Problems: The Individual within a Community, (2) Revolution, Politics and Law: Anglo-American Constitutional Development, (3) Transition and Conflict in American Society, 1865-1930, (4) Crisis in 20th Century World Societies, and (5) Introduction to the Problem of International Order. Illustrative curriculum materials are included. Part two details the testing and evaluation of the developed materials. The third part describes "discussion process concepts" and discussion approaches to different types of issues. The concluding section discusses "substantive concepts"—morality-responsibility, equality, consent, welfare-security, and property. [Not available in hard copy due to marginal legibility of original document.] (MP)

ED 034 102

AA 000 462

Reich, Binda Schanck, Susan

**Teacher's Guide to Japanese Family 1966: The MATCH Box Project. Prototype Edition.**

Childrens Museum, Boston, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—66

Contract—OEC-4-16-019

Note—66p; Appendix to Kresse, Frederick H.; Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**

Descriptors—Activity Units, Creative Activities, \*Cross Cultural Training, Culture, Economics, Empathy, Enrichment Activities, \*Family (Sociological Unit), Family Life, \*Family Structure, \*Japanese, Religion, Role Playing, Social Characteristics, Social Studies, \*Social Studies Units, Units of Study

Identifiers—MATCH Boxes, \*Materials and Activities for Teachers and Children

The Materials and Activities for Teachers and Children (MATCH Box) project provides for a two-week intensive treatment of a subject on the elementary school level. Each MATCH Box contains materials, equipment and activities that work together to foster the teaching/learning of the particular subject matter. The JAPANESE FAMILY, 1966, leads the students to learn, via role-playing, the organization of the modern Japanese family and the rights and obligations of each member. The MATCH Box provides for five separate families, each slightly different as to the father's occupation and adherence to tradition. In order to role-play assigned family members the children learn about the family structure, religion, ancestor worship, the changing economic structure, household furnishings, and some contemporary Japanese history. Then they are "tested" by the other families to determine their manners and their understanding of the need to adhere to and honor the standards of the group. It is felt that this approach will help the children feel more sympathy and curiosity towards their

Oriental counterparts than would a more general and abstract course of study. (SH)

**ED 035 322** FL 001 536

*Keitel, Helmut*

**Development and Dissemination of Materials for the Teaching of World History in a Foreign Language (German). Final Report.**

Common School District Joint Number 16, Sussex, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—1 Aug 69

Contract—OEG-3-7-070210-2703

Note—281p.

**EDRS Price MF-00.83 HC-\$15.39 Plus Postage.**

Descriptors—\*Audiolingual Methods, \*Course Content, \*European History, \*Films, \*German, \*Instructional Materials, \*Interdisciplinary Approach, \*Language Skills, \*Manuals, \*Pilot Projects, \*Secondary Schools, \*Second Language Learning, \*Tape Recordings, \*Teaching Guides, \*Teaching Methods, \*Textbook Preparation, \*Western Civilization, \*World Affairs, \*World History, \*World Problems

A complete World Cultures course taught in German at the secondary level is accompanied by a teacher's guide and the final report of the project. Emphasizing the utilization of language skills previously acquired in German I and 2, the teacher's guide discusses a multiple approach to the subject matter including: (1) role playing, (2) study guide development, (3) introduction of vocabulary, (4) question-answer techniques, (5) lecture-question methods, and (6) groupwork related to area study. Sample study guides and tests are included. An extensive bibliography of articles in English concludes this segment. The final report discusses project design and results and findings with some statistical analysis. Tapes and filmstrips to accompany the course are available for duplication from the principal investigator. (RL)

**ED 036 535** TE 499 864

*Oliver, Donald W. Newmann, Fred M.*

**Cases and Controversy: Guide to Teaching the Public Issues Series/Harvard Social Studies Project, and Supplement.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—67

Contract—OEG-3-10-142

Note—32p.

**Document Not Available from EDRS.**

Descriptors—Case Studies (Education), Class Activities, \*Critical Thinking, Current Events, \*Discussion (Teaching Technique), Secondary Education, \*Social Problems, \*Social Studies, Social Studies Units, \*Teaching Guides

This general guide presents an overview and explains the rationale of the teaching approach of the "Public Issues Series," units produced by the Harvard Social Studies Project to help students in grades 9-12 analyze and discuss human dilemmas related to public issues. (A detailed report on the nature, development, and evaluation of the Harvard Social Studies Project can be found in ED 039 969.) The "Public Issues Series" itself is composed of the individual units, focusing on controversial issues, which are listed below as TE 499 865 through TE 499 888. Each of these units contains case studies and is accompanied by objective tests and a teaching guide that contains suggestions about issues, themes, modern analogies, and supplementary activities. The general guide and each of the units are available from American Education Publications, Education Center, Columbus, Ohio 43216, at \$0.35 a copy; minimum order is 10 units. "Cases and Controversy" is free with a 10-book order. (LK)

**ED 036 548** TE 499 877

*Oliver, Donald W. Newmann, Fred M.*

**Colonial Kenya: Cultures in Conflict. Public Issues Series/Harvard Social Studies Project.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEG-3-10-142

Note—64p.

**Document Not Available from EDRS.**

Descriptors—\*African Culture, \*Colonialism, Cultural Differences, \*Culture Conflict, Economic Development, European History, Political Power, Secondary Education, Social Action, \*Social Problems, \*Social Studies, \*Teaching Guides, Violence, Western Civilization

Identifiers—\*Kenya

See TE 499 864, above.

**ED 036 549** TE 499 878

*Oliver, Donald W. Newmann, Fred M.*

**Communist China: Communal Progress and Individual Freedom. Public Issues Series/Harvard Social Studies Project.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEG-3-10-142

Note—64p.

**Document Not Available from EDRS.**

Descriptors—Activism, Civil Liberties, Communism, \*Economic Change, Economic Progress, Secondary Education, \*Social Change, Social Class, \*Social Problems, \*Social Studies, Teaching Guides

Identifiers—China, \*Communist China

See TE 499 864, above.

**ED 036 550** TE 499 879

*Oliver, Donald W. Newmann, Fred M.*

**Nazi Germany: Social Forces and Personal Responsibility. Public Issues Series/Harvard Social Studies Project.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEG-3-10-142

Note—64p.

**Document Not Available from EDRS.**

Descriptors—\*Centralization, Citizenship Responsibility, Economic Disadvantage, Legal Problems, \*Moral Issues, Personal Interests, \*Political Power, Secondary Education, \*Social Problems, \*Social Studies, Teaching Guides

Identifiers—Germany, Hitler (Adolf), \*Nazi Germany

See TE 499 864, above.

**ED 036 551** TE 499 880

*Oliver, Donald W. Newmann, Fred M.*

**20th Century Russia: Agents of Revolution. Public Issues Series/Harvard Social Studies Project.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEG-3-10-142

Note—64p.

**Document Not Available from EDRS.**

Descriptors—Collective Settlements, Economic Change, Government Role, Individualism, \*Modern History, Moral Issues, Police, Political Power,

Secondary Education, Social Action, \*Social Change, \*Social Problems, \*Social Studies, Teaching Guides, Violence

Identifiers—\*Russia, Stalin (Joseph)

See TE 499 864, above.

**ED 036 552** TE 499 881

*Oliver, Donald W. Newmann, Fred M.*

**The Limits of War: National Policy and World Conscience. Public Issues Series/Harvard Social Studies Project.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—70

Contract—OEG-3-10-142

Note—64p.

**Document Not Available from EDRS.**

Descriptors—Aggression, \*Conflict, Decision Making, \*International Relations, Military Science, Modern History, National Defense, \*Nuclear Warfare, Secondary Education, \*Social Problems, \*Social Studies, Teaching Guides

Identifiers—Hiroshima, Nuremberg War Trials

See TE 499 864, above.

**ED 036 553** TE 499 882

*Oliver, Donald W. Newmann, Fred M.*

**Revolution and World Politics: The Search for National Independence. Public Issues Series/Harvard Social Studies Project.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—70

Contract—OEG-3-10-142

Note—64p.

**Document Not Available from EDRS.**

Descriptors—\*Foreign Policy, \*Intervention, Political Issues, Secondary Education, \*Social Change, \*Social Problems, \*Social Studies, Teaching Guides, World Affairs

See TE 499 864, above.

**ED 036 558** TE 499 887

*Oliver, Donald W. Newmann, Fred M.*

**Diplomacy and International Law: Alternatives to War. Public Issues Series/Harvard Social Studies Project.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—70

Contract—OEG-3-10-142

Note—64p.

**Document Not Available from EDRS.**

Descriptors—Foreign Policy, \*International Relations, Secondary Education, \*Social Problems, \*Social Studies, Teaching Guides, World Affairs, \*World Problems

This unit will be available September 1, 1970. See TE 499 864, above.

**ED 036 559** TE 499 888

*Oliver, Donald W. Newmann, Fred M.*

**Organizations Among Nations: The Search for World Order. Public Issues Series/Harvard Social Studies Project.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—69

Contract—OEG-3-10-142

Note—64p.

**Document Not Available from EDRS.**

Descriptors.—International Organizations, International Relations, Secondary Education, \*Social Problems, \*Social Studies, Teaching Guides, World Affairs, World Problems

This unit will be available September 1, 1970. See TE 499 864, above.

**ED 036 679** AA 000 517

Gill, Clark C. Conroy, William B.

**Latin America: Its Land, Story and Peoples (An Instructional Unit for the Middle Grades). Instructional Unit No. 3 with Readings.**

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEC-4-6-061183-1216

Note—111p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors.—Art Expression, Critical Thinking, \*Curriculum Guides, Economic Factors, Educational Quality, Family Life, Geography, Governmental Structure, Grade 7, History, Individual Characteristics, \*Intermediate Grades, \*Latin American Culture, Racial Composition, Recreational Activities, Religious Factors, Social Structure, \*Social Studies

This 8- to 12-week introductory unit is designed to give fifth, sixth or seventh graders an overview of Latin American geography, history (before, during, and after European rule) and culture. Exploring Mexico and Peru in particular, the unit places emphasis on the individual, the family, racial composition, social classes, religion, education, government, economics, recreation, and creative expression in Latin American countries. Reading materials and numerous specific activities, in which stress is placed on the inquiry method and reflective thinking, are suggested. Also included are bibliographies for both students and teachers and transparency masters of maps and diagrams. (See also ED 012 365, ED 012 832, ED 012 833, ED 013 342, ED 022 781, and ED 033 143.) (MF)

**ED 037 586** AA 000 519

Garland, William E.

**Traditional African Religion: A Resource Unit.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.

Spons Agency—Office of Education, Washington, D.C.

Pub Date—70

Note—73p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors.—African Culture, African History, \*Annotated Bibliographies, High School Students, Instructional Materials, \*Non Western Civilization, \*Religious Conflict, \*Social Studies Units

Identifiers.—\*Project Africa

This resource unit is based on research conducted by Lynn Mitchell and Ernest Valenzuela, experienced classroom teachers of African history and culture. The unit consists of an introduction by Mr. Garland and two major parts. Part I is an annotated bibliography of selected sources on various aspects of traditional African Religion useful in classroom study. Part II consists of a model teaching unit of two weeks duration, built on an inquiry teaching strategy and utilizes a variety of audio and visual as well as written materials designed for use by high school students. The teaching plan and instructional materials which comprise this unit have not been tested in any classroom setting but are presented as a model of one possible way to introduce a study of traditional African religion. Related documents are ED 023 692, ED 023 693, ED 030 010, ED 032 324-ED 032 327, and ED 033 249. (Author/LS)

**ED 038 545** AA 000 530

Beyer, Barry K. And Others

**Evaluation of Africa South of the Sahara. An Inquiry Program for Grades 7-10.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—139p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors.—Field Studies, \*Instructional Materials, \*Program Evaluation, Secondary Schools, Student Opinion, Teacher Attitudes, \*Teaching Guides

Identifiers.—\*Project Africa

Project Africa, a social studies curriculum research and development project, is primarily engaged in testing new materials and techniques for teaching about Africa south of the Sahara in American secondary schools. The purpose of this technical report is to highlight the program's strengths and weaknesses from a variety of viewpoints—those of scholars, teachers and students. Evaluation data, collected by a variety of instruments and procedures, will be used to design new materials and techniques for teaching about Africa. The document should be used as a working paper with constant reference to the instructional materials and teaching guides. The Project materials are now available to interested educators to refine further and to adapt to the specific needs, interests and abilities of their own particular students. (Author/LS)

**ED 038 546** AA 000 531

Beyer, Barry K. And Others

**Africa: A Data Book.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—8 Jul 70

Note—106p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors.—Data Analysis, \*Data Collection, \*Developing Nations, \*High School Students, Hypothesis Testing, \*Intellectual Development, \*Seniors

Identifiers.—\*Africa

A data book designed for use by high school seniors to investigate the problems and processes of nation-building in Africa south of the Sahara today has been prepared. The book consists of two parts. Part I contains descriptions of the geographic, social, economic, political, and historical features of 24 sub-Saharan African nation-states. Part II concentrates on the various aspects of the economic, political, and social structures of these and other sub-Saharan African nation-states. Maps, graphs, charts, and tables are modes employed to convey information and to assist the students in developing skills of analysis. The data included are highly selective. The book offers an ideal opportunity for the students to engage in all types of intellectual inquiry, including hypothesizing about problems or features of African national development and testing hypotheses formed by others as well as themselves. Related documents are: ED 023 692, ED 023 693, ED 030 010, ED 032 324, ED 032 325, ED 032 326, ED 032 327, ED 033 249, and ED 037 586. (CK)

**ED 039 156** SO 000 010

Livingston, Samuel A.

**Simulation Games as Advance Organizers in the Learning of Social Science Materials. Experiments 1-3.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No.—R-64

Pub Date—Apr 70

Contract—OEG-2-7-061610-0207

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors.—Bibliographic Citations, Economics, Educational Games, \*Educational Research, \*Learning Motivation, \*Mediation Theory, Retention, Secondary School Students, \*Simulation, \*Social Studies, Statistical Data, Verbal Learning, World Geography

Identifiers.—\*Trade and Develop

Three classroom experiments were conducted using a simulation game, Trade and Develop, designed for classroom use with students in grade six through twelve economic geography classes. The hypotheses tested were: a simulation game will motivate students to learn subject matter related to the game, and, the game will facilitate learning by acting as an organizer. A suburban junior high school and high school were involved. Within each class, students of the same sex were paired according to their ranking on a standardized test of verbal ability, then one member of each pair was assigned at random to the experimental group. Only the experimental group played the game. Both control and experimental groups answered a brief questionnaire consisting of two items intended to measure motivation for the learning task. The students then took part in the task which required verbal recall of facts and principles. The material was presented by filmstrip in the first experiment, by textbook in the last two, and, the tests for each experiment were different. There were no large or significant differences between experimental and control groups for either sex, on any of the three variables (reading, motivation, learning), in any of the three studies. (SBE)

**ED 039 163** SO 000 019

Gill, Clark C. Conroy, William B.

**Constraining Ways of Life in Latin America; Sample Lessons for the Intermediate Grades.**

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—69

Contract—OEC-4-6-061183-1216

Note—53p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors.—American Culture, \*Area Studies, Comparative Analysis, \*Cross Cultural Studies, Cultural Awareness, Discussion (Teaching Technique), Elementary Grades, Human Living, Inductive Methods, Instructional Materials, \*Intermediate Grades, \*Latin American Culture, Sequential Approach, \*Social Studies Units, Sociocultural Patterns

Identifiers.—\*Latin American Curriculum Project  
This is one of several sequential units developed by the Latin American Curriculum Project. The primary objective was to promote pupil understanding of the social and cultural patterns (ways of living) of Latin America. Appreciation of the diversity in the area is developed by comparing four different families, and contrasting these with life in the United States, to develop insight into their own surroundings. The unit is divided into four parts: the Amazon Jungle, rural Guatemala, Panama City and countryside, and the city in Chile. Each part is organized around a reading selection with illustrations, suggested approaches, and explanations. Related reports are: ED 036 679, SO 000 020, SO 000 021, SO 000 022, SO 000 023. (SBE)

**ED 039 164** SO 000 020

Gill, Clark C. Conroy, William B.

**Latin America: A Cultural Region of the World; An Instructional Unit for Grades 8, 9, 10.**

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No.—IU-4

Pub Date—68

Contract—OEC-4-6-061183-1216

Note—87p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—American Culture, American History, \*Area Studies, Cross Cultural Studies, Discussion (Teaching Technique), Grade 8, Grade 9, Grade 10, Inductive Methods, \*Inquiry Training, Instructional Materials, Interdisciplinary Approach, \*Latin American Culture, Physical Geography, \*Secondary Grades, Sequential Approach, \*Social Studies Units, Sociocultural Patterns, Teaching Guides.

Identifiers—\*Latin American Curriculum Project

This teaching package or unit is part of a sequence of materials developed by the Latin American Curriculum Project. Concepts, key ideas and facts introduced in earlier grades on socio-cultural patterns are reinforced by this multidisciplinary approach. The major topic emphasis is the history of the periods since the beginning of the Independence movements. A brief review of physical geography, and a survey of Latin American regions are included. Contemporary problems and cultural contributions are stressed in the last section. The suggested activities stress inquiry and reflective thinking through class discussion questions; pupils are expected to reach valid generalizations. Student abilities to handle independent reading, and to use the library are considered vital. The appendices contain these instructional materials: masters for transparencies, reading selections, country charts to be reproduced for class discussion. Additional texts are suggested including one for the slow learner. Adaptations can be integrated into world history, world geography, or world culture courses. Related reports are: ED 036 679, SO 000 019, SO 000 021, SO 000 022, SO 000 023. (SBE)

**ED 039 165**

SO 000 021

Gill, Clark C.

**Establishment of the American Colonies: A Comparison of Spanish and English America; for Senior High School American History.**

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—IU-1

Pub Date—68

Contract—OEC-4-6-061183-1216

Note—47p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—American Culture, \*American History, Area Studies, Colonial History (United States), Comparative Analysis, \*Cross Cultural Studies, Cultural Awareness, Discussion (Teaching Technique), Grade 11, Grade 12, Inductive Methods, \*Inquiry Training, Instructional Materials, \*Latin American Culture, \*Secondary Grades, Social Studies Units, Sociocultural Patterns, Teaching Guides.

Identifiers—\*Latin American Curriculum Project

As one of the sequential units developed by the Latin American Curriculum Project, it expands further the material in the units covered at the lower grade levels. It is a two week unit which emphasized a comparison of the Anglo- and Latin American colonial systems. Broader perspectives and more meaningful understanding of both civilizations are considered the major objectives. Comparative study is considered important here because it increases awareness of United States History, weakens stereotypes and ethnocentrism, and offers excellent opportunities for the integration and extension of world geography and world history knowledge and skills. An attempt has been made to include content usually neglected in American history texts. A variety of sources and viewpoints are provided, and students are encouraged to critically analyze information and develop their own hypotheses. The ac-

tivities that are suggested, attempt to stimulate meaningful class discussion. Specific references for each topic are indicated in the materials section. General bibliographies, maps, and readings are provided in the appendices. Maps and charts are meant to be used as transparency masters. This unit was designed to allow adaptation to more than one grade and ability level. Related reports are: ED 036 679, SO 000 019, SO 000 020, SO 000 022, SO 000 023. (SBE)

**ED 039 166**

SO 000 022

Gill, Clark C.

**Contemporary Inter-American Relations: For Senior High School American History.**

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—IU-2

Pub Date—68

Contract—OEC-4-6-061183-1216

Note—60p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*American History, Cross Cultural Studies, Discussion (Teaching Technique), Foreign Policy, Grade 11, Grade 12, Inductive Methods, \*Inquiry Training, Instructional Materials, International Relations, \*Latin American Culture, \*Political Science, \*Secondary Grades, Sequential Approach, Social Studies Units, Teaching Guides.

Identifiers—\*Latin American Curriculum Project

This two week unit has attempted to alleviate two deficiencies normally found in instructional materials: superficial treatment or neglect of developments since World War II; and, the overemphasis on conflict. Topics have been selected for in-depth discussion, and emphasize the Organization of American States, the Alliance for Progress, and the settlement of the El Chiriqui Dispute. The goal achieved is better balance between conflict and cooperation in the discussions of United States foreign policy specifically, and inter-American relations in general. Content objectives are indicated for each topic. The "Suggested Activities" have attempted to provide opportunities for students to develop critical thinking skills leading to the formulation of generalizations or hypotheses. Teacher-guided discussion of open-ended questions is used. Supplementary activities are suggested for further exploration of the topics. Units are designed to be used independently, and flexibly depending on the classroom situation. A variety of materials are recommended since most of the topics are of a controversial nature. Readings, sources of materials, and transparency masters are provided in the appendix. Related reports are: ED 036 679, SO 000 019, SO 000 020, SO 000 021, SO 000 023. (SBE)

**ED 039 167**

SO 000 023

Gill, Clark C., Conroy, William B.

**Senior Elective Course on Contemporary Latin America. Units I-VII.**

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEC-4-6-061183-1216

Note—293p.

**EDRS Price MF-\$1.00 HC-\$15.39 Plus Postage.**

Descriptors—\*American History, \*Area Studies, Cross Cultural Studies, Discussion (Teaching Technique), Economic Development, Fine Arts, Grade 12, \*Inquiry Training, Instructional Materials, Interdisciplinary Approach, International Relations, \*Latin American Culture, Political Science, \*Secondary Grades, Sequential Approach, Social Problems, \*Social Studies Units, Sociocultural Patterns, Teaching Guides.

Identifiers—\*Latin American Curriculum Project

This semester course has been designed as a cap-

stone to previous sequential units developed by the Latin American Curriculum Project. It originally consisted of five units, however, two formerly optional units are now included in the packet. The development of understanding of contemporary Latin America's history and culture, its contemporary problems, and its prospects for the future, is considered as the overall course objective. The units included are: Geographic Setting and Historical Background; Contemporary Society and Selected Institutions; Government and Politics; Economic Development; Contemporary Inter-American Relations; Selected Contemporary Problems of Latin America: Population and Urbanization. Land Reform; Latin American Creative Expressions. This is a multidisciplinary approach through which students are expected to gain experience in: reading, analysis, research technique, critical thinking, and, in opinion formation and articulation. Main ideas, activities, readings, and materials are suggested as guides for the teacher to allow flexibility. Recommended texts and references are listed for each unit. Related reports are: ED 036 679, SO 000 019, SO 000 020, SO 000 021, SO 000 022. (SBE)

**ED 039 260**

TE 499 856

Beyer, Barry K.

**New Instructional Materials on Africa South of the Sahara (1969-1970). A Supplement to Africa South of the Sahara: A Resource and Curriculum Guide.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—70

Contract—OEC-3-7-070724-2970

Note—52p.; Supplement to ED 023 692 ("Africa South of the Sahara: A Resource Guide for Secondary School Teachers") published by Thomas Y. Crowell Co. under title "Africa South of the Sahara: A Resource and Curriculum Guide."

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*African Culture, African History, \*Annotated Bibliographies, Atlases, \*Audiovisual Aids, Black Culture, Black Literature, Economics, Filmstrips, Fine Arts, \*Instructional Materials, Music, Periodicals, Photograph Records, Secondary Education, \*Social Studies, Textbooks, Transparencies.

Identifiers—Africa

This guide cites instructional materials on Africa south of the Sahara which have become available since February 1969. Acknowledging the probability of inaccuracies in the majority of the materials cited, the guide neither evaluates nor promotes items, but simply presents annotations of readings, textbooks, fact sheets, atlases, African periodicals, film strips, transparencies and records which are intended to broaden the user's knowledge of African people, lands, fine arts, literature, music, economy, and history. The material is organized under regional groupings and then under individual countries: Ghana, Mali, Nigeria, Ethiopia, Kenya, Sudan, Tanzania, Uganda, Chad, Rhodesia, and the Republic of South Africa. Publisher's addresses are listed. (MF)

**ED 040 912**

SO 000 155

Gorland, William E.

**Urbanization in Africa. A Resource Unit. Project Africa, 1970.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—70

Contract—OEC-3-7-070724-2970

Note—91p.



**EDRS Price MF-00.83 HC-54.67 Plus Postage.**  
Descriptors—\*African Culture, Annotated Bibliographies, Cross Cultural Studies, Grade 12, "Inquiry Training," \*Instructional Materials, Secondary Grades, Social Change, Social Studies, \*Social Studies Units, Socioeconomic Influences, Teaching Guides, \*Urbanization  
Identifiers—\*Africa, Project Africa

The introduction to this suggested resource unit discusses several different approaches to the study of urbanization and its impact in Africa south of the Sahara. Part I of this unit includes an annotated bibliography of selected sources. The brief descriptions of selected materials should prove useful in classroom study, and in the development of units of study organized along the lines of one or more of the approaches suggested. Part II consists of a model teaching unit which is built on an inquiry-teaching strategy. A variety of materials are utilized to explore the impact of urban life on individual Africans, their responses to this way of life, and implications of these responses for the students themselves. It is designed for use by high school seniors. Daily lesson plans, outlines of materials and copies of handouts, work sheets, study guides, and selected reading materials for student use are included. Some related materials are: ED 023 692, ED 023 693, ED 030 010, ED 032 324-032 327, and ED 033 249. (SBE)

**ED 041 803** SO 000 164  
Jamieson, Alfred  
**Ideals and Reality in Foreign Policy: American Intervention in the Caribbean.** Teacher and Student Manuals.

Amherst Coll., Mass.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—69  
Contract—OEC-5-10-158  
Note—84

**EDRS Price MF-00.83 HC-54.67 Plus Postage.**  
Descriptors—American History, Case Studies, \*Democratic Values, \*Foreign Policy, Inductive Methods, Instructional Materials, \*International Education, International Relations, Latin American Culture, Moral Values, \*Secondary Grades, Social Studies Units, \*United States History  
Identifiers—\*Caribbean, Dominican Republic, Haiti, Nicaragua

Centering around case studies of American military intervention (1898 to 1933) in the Dominican Republic, Haiti, and Nicaragua, this unit invites the student to compare the results of such intervention with the foreign policy goals and ideals the interventions were intended to implement. It confronts him with the dilemma of power in international affairs, with the difficulties inherent in executing foreign policy, with the problem of misunderstanding and misinterpretation caused by differences in culture, and with the question of the morality and the efficacy of the use of force in international problem-solving. The unit has been designed primarily for college-bound students. (See SO 000 161 for a listing of related documents.) (Author/SBE)

**ED 041 804** SO 000 165  
LaVelle, Joseph F., Jr.  
**The Vote as a Measure of Participation in American Society.** Teacher and Student Manuals.  
Amherst Coll., Mass.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—[69]  
Contract—OEC-5-10-158  
Note—37p.

**EDRS Price MF-00.83 HC-52.06 Plus Postage.**  
Descriptors—Citizenship, \*Civics, \*Civil Liberties, Democratic Values, Inductive Methods, Instructional Materials, International Education, Minority Groups, Political Socialization, \*Secondary Grades, \*Slow Learners, Social Studies

Units, United States History, \*Voting Rights  
Identifiers—\*Soviet Union

The unit invites the student to consider a variety of viewpoints on what the vote means to Americans, challenging him ultimately to see it as a measure of his own political identity and of his association with or alienation from political society. After an introductory section which frames the question by looking at the role of the vote in Soviet Russia, the student is led to investigate the reasons for alienation and non-voting in the United States. A subsequent section surveys the history of the struggles for woman and Negro suffrage, asking why these groups were fighting for the vote. Designed primarily for slower learners at the high school level, the unit should interest junior high students as well. (See SO 000 161 for a listing of related documents.) (Author/SBE)

**ED 045 483** SO 000 352  
Eggin, Everett, Gill, Barbara  
**Four Topics in American History: The People; Nation Building; Race, Class, and Identity; and Foreign Policy: U.S. and Latin America.**  
Smith Coll., Northampton, Mass.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.  
Pub Date—Aug 69

Note—75p; Developed at the EPDA Institute "The Black Experience: A Comparative Study: The United States and Latin America," Smith College, June 23-August 8, 1969

**EDRS Price MF-00.83 HC-53.50 Plus Postage.**  
Descriptors—\*American History, Black Studies, Case Studies, \*Curriculum Guides, Inductive Methods, \*International Relations, Latin American Culture, \*Race Relations, \*Resource Materials, Secondary Grades, Slavery, Social Studies Units, Sociocultural Patterns, Teaching Guides  
Identifiers—\*Latin America

This curricular unit is intended for use at the secondary level. The understandings in Topic I are organized under four main headings: The Indigenous Population or the pre-Columbian civilizations; The Immigrants from Europe and West Africa; Slavery in Latin America during the pre-colonial and colonial periods; and Race mixture including racial types, racial policies, racial and social stratification. Topic II has four parts: The Colonial Period; Latin America and Independence; Nation Building and the Period of Anarchy; and, Cuba: A Case Study in Ideological Penetration. The main emphasis in Topic III is on the concept of identity. The concepts of race and class are briefly discussed, and a flexible model of each is developed. The objective of Topic IV is to deal with the historical ambiguities inherent in the Latin American foreign policy, both the rationale for it, and the effects on the Latin American people. The methodology suggested for the development of the various concepts with these topics is an inductive, case study approach. There are approximately 33 pages of bibliographies of teacher and student resources on each subtopic. In addition, SO 000 350 and SO 000 351 are related documents. (SBE)

**ED 046 832** SO 000 554  
Petibon, Timothy J., Petroska, Joseph M.  
**A Comparative Approach to Teaching World Cultures.**  
New Mexico State Univ., Las Cruces. Bureau of Educational Research.  
Pub Date—Dec 70  
Note—11p.  
**EDRS Price MF-00.83 HC-51.67 Plus Postage.**  
Descriptors—Area Studies, \*Comparative Analysis, \*Cross Cultural Studies, Cultural Awareness, Curriculum Evaluation, \*Experimental Curriculum, Instructional Innovation, \*Non Western Civilization, Secondary Grades, Teaching Methods, World History

An experiment was performed to test the effectiveness of a comparative approach of teaching world cultures to secondary school students. With the comparative approach, cross-cultural comparisons are employed rather than the traditional presentation of one culture at a time. It was hypothesized that students receiving a comparative curriculum would perform better than conventionally taught students on two indices. As expected, comparative students did perform significantly better on a test of course content. However, no effect upon cultural openmindedness of students occurred as a result of a comparative approach. Discussion centered on practical problems of implementing an innovative world cultures curriculum. (Author)

**ED 048 185** SP 007 072  
**Southeast Asia. Resource Unit II, Grade 7. Providence Social Studies Curriculum Project.**  
Providence Public Schools, R.I. Rhode Island Coll., Providence.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—CRP-6-1195  
Pub Date—68  
Note—59p; Part of a set of resource units and curriculum overviews for K-12 social studies  
**EDRS Price MF-00.83 HC-53.50 Plus Postage.**  
Descriptors—\*Curriculum Guides, Governmental Structure, \*Grade 7, History, Physical Geography, Social Development, \*Social Studies, \*Urban Teaching  
Identifiers—Southeast Asia

GRADES OR AGES: Grade 7. SUBJECT MATTER: Social studies, Southeast Asia. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four subunits—physical geography, social development, economic development, and history and government. The central section of each subunit is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The first page of each subunit lists objectives for that subunit. Within the central section of each subunit, activities are listed in the second column. Each group of activities is related to a topic listed in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of the central section of each subunit. Each group of materials is related to one or more activities. In addition, several appendices to three of the four subunits contain curriculum materials. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" in each subunit lists ideas students should understand and skills they should possess by the end of that subunit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

**ED 048 186** SP 007 073  
**The Western European and Soviet Culture Regions. Resource Unit III, Grade 7. Providence Social Studies Curriculum Project.**  
Providence Public Schools, R.I. Rhode Island Coll., Providence.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.  
Report No.—CRP-6-1195  
Pub Date—68  
Note—65p; Part of a set of resource units and curriculum overviews for K-12 social studies  
**EDRS Price MF-00.83 HC-53.50 Plus Postage.**  
Descriptors—\*Curriculum Guides, \*Grade 7, History, Physical Geography, Social Development, \*Social Studies, \*Urban Teaching  
Identifiers—Europe, Soviet Union  
GRADES OR AGES: Grade 7. SUBJECT MATTER: Social studies; Europe and the Soviet Union.

**ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into three subunits—physical geography, early history, and social development. The central portion of each subunit is laid out in three columns, one each for topics, activities, and materials. The guide is mimeographed and staple-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** Objectives for each subunit are listed on the first page of the subunit. Activities are listed in the second column of the central portion. Each group of activities is related to a topic in the first column. **INSTRUCTIONAL MATERIALS:** Materials are listed in the third column of each subunit. Each group of materials is related to one or more activities in the second column. In addition, five pages of appendices at the end of the guide list suggested audiovisual materials. **STUDENT ASSESSMENT:** A one-page section in each subunit entitled "Evaluation" lists ideas students should understand and skills they should possess by the end of the subunit. **OPTIONS:** The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

**ED 048 187** SP 007 074  
**Western Europe and the Soviet Culture Regions.**  
 Resource Unit IV, Grade 7. Providence Social Studies Curriculum Project.

Providence Public Schools, R.I. Rhode Island Coll., Providence.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—CRP-6-1195

Pub Date—68

Note—44p; Part of a set of resource units and curriculum overviews for K-12 social studies.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—"Curriculum Guides, Economic Development, Governmental Structure," \*Grade 7, \*Social Studies, \*Urban Teaching Identifiers—Europe, Soviet Union

**GRADES OR AGES:** Grade 7. **SUBJECT MATTER:** Social Studies; Europe and the Soviet Union. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into two subunits—government and economic development. The central portion of each subunit is laid out in three columns, one each for topics, activities, and materials. The guide is mimeographed and staple-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** Objectives for each unit are listed on the first page of the subunit. Activities are listed in the second column of the central portion. Each group of activities is related to a topic in the first column. **INSTRUCTIONAL MATERIALS:** Materials are listed in the third column of each subunit. Each group of materials is related to one or more activities in the second column. In addition, five to ten pages of appendices at the end of each unit contain curriculum materials. **STUDENT ASSESSMENT:** A one-page section in each subunit entitled "Evaluation" lists ideas students should understand and skills they should possess by the end of the subunit. **OPTIONS:** The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

**ED 048 255** TE 002 223

**Cohen, Ruth**

**Asian Literature (Level One).**

New England Association of Teachers of English, Burlington, Vt.

Pub Date—Nov 70

Note—4p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Chinese, Course Content, \*Course Descriptions, Indians, Japanese Literature, \*Non Western Civilization, Secondary Education, World Literature

As an introduction to Asian literature, this course guide explores the literatures of Japan, China, and India. Included are (1) a course description with a

suggested time schedule of activities; (2) recommendations for necessary student achievement level; (3) course objectives; and (4) listings of materials (e.g., books, records, slides, films, and a teacher bibliography.) (JMC)

**ED 051 027** SO 001 275

**Communities Around the World. Soviet Communities: Urban and Rural. Teacher's Resource Unit.**  
 Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—182p; Revised following field testing in the Chelmsford, Mass. Public Schools

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—"Communism, Community Study, Concept Teaching, \*Cross Cultural Studies, \*Curriculum Guides, \*Economic Education, Elementary Grades, Government (Administrative Body), Grade 4, Human Geography, Industrialization, Political Socialization, Resource Guides, Rural Economics, \*Social Studies Units, Social Systems, Socioeconomic Influences, Urban Environment, Urban Studies

Identifiers—Marxism, Russian History, \*Union of Soviet Socialist Republics, Values Education

This social studies resource guide for grade 4 outlines one of four units on the theme Communities Around the World with emphasis on a comparative analysis of economic systems. Specific objectives for this unit on the Soviet Union are described in these areas: 1) economic, geographic, and sociological concepts; 2) understandings and generalizations; 3) skills; and, 4) attitudes. 59 learning activities are outlined in a format designed to help teachers see the relationships among objectives, content, teaching strategies, and materials of instruction. A list of educational media is also included. Pupil materials prepared for this unit are appended and include: maps, map worksheets, information summaries, graphs, study questions, and original stories on family and community life. A teachers guide for the total grade 4 course of study is SO 001 282. Other documents in this series of curriculum guides are SO 001 275 through SO 001 287. (Author/JSB)

**ED 051 028** SO 001 279

**Communities Around the World. Parisian Community. Teacher's Resource Unit.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68

Note—112p; Revised following field testing in the Chelmsford, Mass. Public Schools

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—City Demography, Community Resources, \*Community Study, Concept Teaching, \*Cross Cultural Studies, \*Curriculum Guides, Grade 3, Human Geography, Interdisciplinary Approach, Resource Guides, \*Social Studies Units, Social Systems, Sociocultural Patterns, Urban Culture, Urban Environment, \*Urban Studies Identifiers—\*France, Paris

This resource guide is one of a series of units on the theme Communities Around the World for grade 3. Background material on Paris, France is given for the teacher describing urban characteristics, French culture, and the physical site of the city. Objectives and goals related to concepts, generalizations, skills, and attitudes to be developed are defined. 13 initiatory activities, 50 developmental activities, and 4 culminating strategies are described in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Educational media are listed and pupil materials prepared for this cultural study (maps, diorama projects, and

holiday information) are included in the appendices. Other documents in these elementary curriculum guide series are SO 001 275 through SO 001 287. (Author/JSB)

**ED 051 030** SO 001 281

**Communities Around the World. Manus Community of the South Pacific. Teacher's Resource Unit.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68

Note—189p; Revised following field testing in the Chelmsford, Mass. Public Schools

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Area Studies, \*Community Study, Concept Teaching, \*Cross Cultural Studies, \*Curriculum Guides, Elementary Grades, Ethnic Studies, Family Role, Grade 3, \*Human Geography, Map Skills, Non Western Civilization, Oceanology, Resource Guides, \*Social Studies Units, Social Systems, Sociocultural Patterns Identifiers—Manus Island, \*South Pacific, Values Education

This is a resource guide for one of a series of units prepared for grade 3 on the theme Communities Around the World. Objectives of this study of a South Pacific island community are explained relating to concepts of: 1) culture, 2) social organization, 3) social processes, 4) language and communication, 5) diversity, 6) location, 7) interrelatedness, and 8) cultural use of the environment. Also listed are the generalizations, skills, and attitudes to be developed. 91 teaching strategies for classroom activities are described in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Resource materials are listed with each activity and a general list of educational media is also included. Emphasized in the unit are geographic concepts related to an island community and sea life as well as map skills. Many pupil materials prepared for this study are included in the appendices such as: outline maps, information summaries, project report forms, study sheets, and original stories of child, family and community life. Other documents in this series of curriculum guides are SO 001 275 through SO 001 287. (Author/JSB)

**ED 051 031** SO 001 282

**Communities Around the World. Their Economic Systems. Teacher's Guide to Grade 4.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—55p; Revised following field testing in the Chelmsford, Mass. Public Schools

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Area Studies, \*Community Study, Concept Teaching, \*Cross Cultural Studies, \*Curriculum Guides, \*Economic Education, Elementary Grades, Grade 4, Human Geography, Political Socialization, \*Social Studies Units, Social Systems, Sociocultural Patterns, Teaching Guides, Values Education

This general guide to a grade 4 social studies course outlines goals, content, and teaching methods on the theme Communities Around the World, with an economic emphasis. Different communities are used as vehicles to teach about contrasting economic systems and the relationship between the economic system and the rest of culture. Four major units of study are: 1) Our Own Community—Urban and Rural; 2) The Trobriand Islanders; and, 4) A Village in India. Objectives for this level of

instruction are outlined and the handbook also advises teachers on the use of the individual resource guides to accompany each unit. Charts appended indicate more specifically the way in which the stated goals are developed, covering these areas: 1) sequential development of economic, anthropological and sociological, political and geographic concepts; 2) sequential development of generalizations; 3) sequential development of skills; and, 4) sequential development of attitudes. The resource guide for the unit A Soviet Community—Urban and Rural is document SO 001 275; other related guides in this social studies sequence are SO 001 275 through SO 001 287. (Author/JSB)

**ED 051 032** SO 001 283  
**Families Around the World. Two Year Sequence in Grades 1 and 2. Teacher's Guide.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68

Note—69p; Revised following field testing in the Chelmsford, Mass. Public Schools

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**

Descriptors—Cognitive Objectives, Community Study, \*Concept Teaching, \*Cross Cultural Studies, \*Curriculum Guides, Elementary Grades, Ethnic Studies, \*Family (Sociological Unit), Family Role, Grade 1, Grade 2, Human Geography, Human Relations Units, \*Social Studies Units, Social Systems, Social Values, Sociocultural Patterns, Teaching Guides  
Identifiers—\*Values Education

This general guide for teachers explains the structure, content, rationale and objectives of a social studies sequence for grades 1 and 2. Selected contents on the theme Families Around the World point up cultural diversity, help children recognize uniqueness of culture, show that culture is learned, teach children about norms and values, and emphasize cultural universals and the psychic unity of mankind. A comparative study approach is used and the different site locations provide content for teaching physical geography concepts, as well as map and globe skills. The units for grade 1 are: 1) Hopi Family, 2) Algonquin Family, 3) Quechua Family of Peru, 4) Japanese Family, Grade 2 units include: 1) Colonial Family of Boston, 2) Soviet Family in Moscow, 3) Hausa Family in Northern Nigeria, 4) Kibbutz Family of Israel. The sequence is designed to introduce pupils to the idea of cultural change. Also included in this handbook is information for teachers on the use of the individual resource guides for each unit and ways of adapting units for specific needs. Appended are charts which show the sequential development of objectives covering: generalizations, concepts, skills, and, attitudes. The resource guide for the unit The Kibbutz Family of Israel is described in SO 001 287; related documents in this curriculum series are SO 001 275 through SO 001 287. (Author/JSB)

**ED 051 033** SO 001 287  
**Families Around the World. The Kibbutz Family of Israel. Teacher's Resource Unit.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68

Note—122p; Revised following field testing in the Chelmsford, Mass. Public Schools

**EDRS Price MF-S0.83 HC-S6.01 Plus Postage.**

Descriptors—Citizenship, \*Community Study, Concept Teaching, \*Cross Cultural Studies, \*Curriculum Guides, Elementary Grades, Ethnic Studies, \*Family (Sociological Unit), Family Role,

Guides, \*Social Studies Units, Social Systems, Sociocultural Patterns  
Identifiers—\*Israel, Jewish Culture, Kibbutz, Values Education

This unit resource guide is one of a series prepared for grade 2 on the theme Families Around the World. For this study of the Israeli Kibbutz background material is presented for teacher describing: 1) site, 2) social structure including major values and family structure, 3) the functions of the family, and 4) the Kibbutz as a family. Objectives for this cultural study are defined, noting concepts and objectives as well as attitudes and skills to be developed. Teaching strategies are described for 2 initiatory and 57 developmental activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include many pupil materials prepared for this unit, such as map exercises, information summaries, study questions, language games, and some original stories for socio-drama and role playing. A related guide, SO 001 283, outlines the entire unit sequence for grade 1 and 2. Other documents in this curriculum series are SO 001 275 through SO 001 287. (Author/JSB)

**ED 052 081** SO 001 285  
**Families Around the World. The Quechua Family of Peru. Teacher's Resource Unit.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68

Note—141p.

**EDRS Price MF-S0.83 HC-S7.35 Plus Postage.**

Descriptors—American History, \*American Indians, Community Study, Concept Teaching, \*Cross Cultural Studies, \*Curriculum Guides, Ethnic Studies, \*Family (Sociological Unit), Family Role, Grade 1, Human Geography, Human Relations Units, Quechua, Resource Guides, Rural Environment, \*Social Studies Units, Social Systems, Sociocultural Patterns, Socioeconomic Influences

Identifiers—Andes, Incas, Latin America, \*Peru, South America

This resource guide outlines one of four units designed for grade 1. Some background material on the Quechua speaking Indians of Peru, Bolivia, and Ecuador is presented for the teacher on the family structure and the economy, emphasizing subsistence, technology, clothing, division of labor, and sexual differentiation of labor. Major concepts generalizations, skills, and attitudes to be developed are outlined in the usual series format. Course content is divided into 72 teaching strategies and instructional materials to be used for each activity are listed. Appendices include many pupil materials, such as maps, geography and art activity worksheets, information summaries, and stories describing family and cultural setting. SO 001 287 outlines the total unit sequence for grades 1 and 2, other related guides in the series are SO 001 275 through SO 001 287. (Author/JSB)

**ED 052 082** SO 001 286  
**Families Around the World. The Soviet Family in Moscow. Teacher's Resource Unit.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

**EDRS Price MF-S0.83 HC-S6.01 Plus Postage.**

Descriptors—Citizenship, \*Communism, Community Study, Concept Teaching, \*Cross Cultural Studies, \*Curriculum Guides, Ethnic Studies, \*Family (Sociological Unit), Family Role, Grade 2, Human Geography, Human Relations Units, Socialization, \*Social Studies Units, Social Systems, Sociocultural Patterns, Urban Culture  
Identifiers—Moscow, Russian History, \*Union of Soviet Socialist Republics, Values Education

This resource guide outlines one of a series of units for grade 2. Information on Soviet culture is included for the teacher, describing the urban site, the home, social structure of the family, role relationships in the family, functions of the family in the Soviet Union, and the socialization process. Major concepts related to culture, social organization, social process, location and site are defined, and generalizations, skills, and attitudes to be developed are outlined. Some 60 teaching strategies are presented in the usual format of the series. Instructional aids are listed for each activity, and a general bibliography is also included. Appendices present pupil materials designed for the unit, such as reprints from SOVIET LIFE showing children's poems in English and Russian, student activity worksheets, maps, stories, and directions for some Russian children's games. The total unit sequence for grades 1 and 2 is outlined in SO 001 287; other guides in the elementary social studies series are SO 001 275 through SO 001 286. (Author/JSB)

**ED 052 098** SO 001 426  
**Jones, Earl. Ed.**

**Intercultural Education Series. Selected Latin American Literature for Youth.**

Bryan Independent School District, Tex. Texas A and M Univ., College Station.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Monogr-3

Pub Date—68

Note—163p.

**EDRS Price MF-S0.83 HC-S8.69 Plus Postage.**

Descriptors—\*Area Studies, \*Cross Cultural Studies, Cultural Awareness, Elementary Grades, Humanities, Instructional Materials, Intercultural Programs, Instructional Education, Language Arts, \*Latin American Culture, Secondary Grades, Social Studies, \*Spanish American Literature, \*Supplementary Reading Materials  
Identifiers—\*Latin America, Texas

The appearance of this collection of readings partially fulfills one of Programa de Educacion Interamericana's objectives described in SO 001 424: that of helping our students become better acquainted with the literature of Latin America. This volume was not prepared for just literature or Spanish classes; the introductions and the works cover a wide range of economic, social, and historical aspects which should help enliven the textbook material, and provoke interest and further research. Poems, short stories, songs, legends, and non-fiction were chosen, but not in equal proportions. Some authors are famous, some nearly unknown; some works are from the earliest times, one was written last year. Those included have been carefully selected for youth with something for almost everyone in the intermediate and secondary grades; many primary school children can also profit from some of the readings when read by the teacher. Availability, permission to publish, ease of translation, and relation to the study of Latin America played a hand in selection. The Library of Congress, Guide to Latin American Literature in Translation, is a source for further acquisitions. A short suggested reading list for students is included

**ED 054 989**

SO 001 396

U.S.S.R.-Moscow.

Anne Arundel County Board of Education, Annapolis, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[70]

Note—126p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Comparative Analysis, Cultural Factors, Curriculum Guides, European History, Geographic Concepts, \*Human Geography, Individualized Curriculum, Multimedia Instruction, Secondary Grades, \*Social Studies Units, Socioeconomic Influences, \*Teacher Developed Materials, \*Urbanization, Urban Studies

Identifiers—\*Moscow, Russian Culture, Russian History, Soviet Union

This curriculum guide, prepared by workshop participants under Title III ESEA, Project Social Studies, uses Moscow as a case study for analyzing all factors that influence the growth of cities. The unit problem—What role do geographic factors play in the development of cities in the Soviet Union as centers for political, economic, and cultural activities as compared to other cities throughout the world—is investigated through ten individualized, flexibly designed lessons. Broad generalizations for the unit are: 1) geographic surroundings influence the location and development of cities; 2) national cultural forces help determine the importance of population centers; 3) cities evolve as a result of the basic interdependence of people and serve as their center of culture, industry, and government; and, 4) sustenance and revitalization of the city are the responsibility of every citizen. A number of skills are expected to develop as a result of this learning experience. Among them: 1) formulating and proving hypothesis; 2) conducting research; 3) using and developing maps; and, 4) gathering data from non-book materials. Transparencies, tapes, and films are integral to the lessons, and learning activities include simulation, small group discussions, and games. An appendix lists the suggested audio-visual materials and their sources. (LBJ)

**ED 058 164**

SP 005 471

Walberg, Herbert J. Thomas, Susan Christie

Characteristics of Open Education: A Look at the Literature for Teachers.

Education Development Center, Inc., Newton, Mass.; TDR Associates, Inc., Newton, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—71

Contract—OEC-1-7-062805-3963

Note—114p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Informal Organization, \*Literature Reviews, \*Open Education, \*Progressive Education, \*Self Directed Classrooms

Identifiers—Great Britain

This study attempts to provide an analytic basis for an operational definition of open education. The basic aims were 1) to define some of the essential pedagogical features of open education; 2) to develop explicit, concrete indicators for each feature; 3) to check the validity of the indicators with the major writings on the subject and with important theorists and practitioners in the United States and Great Britain; and 4) to make comparisons to other relevant approaches, such as progressive and affective education. Eight major themes were used as a framework: 1) instruction—guidance and extension of learning; 2) provisioning the classroom for learning; 3) diagnosis of learning events; 4) reflective evaluation of diagnostic information; 5) humane—respect, openness and warmth; 6) seeking opportunities to promote growth; 7) self-perception—the teacher's view of herself and her role; and 8) assumptions—ideas about children and

the process of learning. Specific works of 28 selected authors were examined and analyzed for their attention to each of the eight themes. The authors were classified as writers of historical importance, progressive educators, popular critics, affective educators, and writers on open education. A list of pedagogical characteristics is presented, each accompanied by illustrative quotations from the literature. (MBM)

**ED 062 217**

SO 000 589

Fifth Grade Social Studies Unit and Student Readings.

Park Forest Public Schools District 163, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—70

Note—79p.; Final revision, July 15, 1970

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Activity Units, Concept Teaching, \*Cultural Awareness, Cultural Differences, Elementary Grades, Ethnic Groups, Ethnic Relations, \*Ethnic Studies, Ethnology, Grade 5, \*Human Relations Units, Immigrants, Inter-group Education, Minority Groups, Resource Units, \*Social Studies Units

The social studies resource unit and student readings for fifth grade pupils present the main idea that America is a heterogeneous society composed of different racial, religious, cultural, and ethnic groups who have continued the struggle to gain equal rights and opportunities. Pupils discover where immigrants came from, why they came to America, and what their problems of adjustment were after arrival. Study and analysis of democratic ideals and values leads to an understanding that they are not applied equally to minority groups. Past treatment of Indians and Negroes is examined. Activities that provide opportunities for learning how it feels to be discriminated against are given. Emphasis is upon recognition of the many cultural and political contributions made by the ethnic groups. Thinking tasks supplied in this unit are on concept formation, interpretation of data, and application of generalizations. Twenty-five learning activities are coordinated with the thinking tasks. Supplementary features include a bibliography of books, filmstrips, films, and maps, and three teacher appendices. (Related documents are: ED 048 035 through ED 048 041.) (Author/SJM)

**ED 065 443**

SO 004 684

Arnold, Dwight L.

New World Teaching and Guidance Project. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—25 Apr 72

Contract—OEG-5-71-0036-509

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Conflict Resolution, Elementary Education, Foreign Policy, \*Human Relations, \*International Education, International Organizations, International Relations, \*Peace, Resource Guides, Secondary Education, War, \*World Affairs

Identifiers—\*World Order

This directory to activities, organizations, careers, and studies for individuals and groups who are interested in promoting world peace contains ten sections on means and ways to contribute toward world order: 1) presents ideas that stimulate thinking and research on war, peace, and the challenge of peace; 2) suggests some existing world peace careers; 3) deals with developing careers for peace; 4) lists sixty-five volunteer and service organizations working for peace; 5) describes studies, research, and information; and, moreover, gives ideas of what each individual can do for world peace; 6) lists a

number of colleges offering peace studies programs; 7) mentions factors of conflict resolution, and provides a few ideas on how to make conflict resolution an effective aspect of school programs; 8) deals with the importance of developing new values and life purposes; 9) gives information and title of books (written for various grade levels in school) about the lives of great peace workers; and 10) presents a bibliography containing eighty-three citations. (SJM)

**ED 066 364**

SO 002 773

Becker, James M.

Teaching International Relations.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—72

Note—30p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Annotated Bibliographies, Cross Cultural Studies, \*Educational Objectives, Elementary Education, Foreign Policy, \*Global Approach, Higher Education, \*International Education, International Relations, Resource Guides, Secondary Education, \*Social Studies, \*World Affairs, World Problems

Identifiers—\*Worldmindedness

The accelerated pace of society suggests that social education be clearly formulated from a conceptual global framework, recognizing the oneness of earth and man's sharing of a common fate, and that the curriculum be designed from a point of view toward improving international understanding. Effective approaches in international relations programs include: 1) a breakdown of sharp distinctions between studies of American and of other societies; 2) an interdisciplinary approach; 3) recognition of the world as an interdependent system while recognizing the respecting cultural diversity; 4) a concern with the earth as a planet and mankind as a species of life. A suggested strategy for developing a world view is to parallel current political and ecological problems in America with similar situations in Asia or Latin America. Appendices include a typology of curriculum objectives for a global approach and one hundred and five citations of books, journals, and pamphlets dating from 1968 to 1972 typically arranged in an annotated bibliography. (Author/SJM)

**ED 066 386**

SO 003 516

Leppert, Ella C. Johnson, Ellen

Social Studies Course III. Sub-Saharan Africa: A Cultural Area. Teacher's Manual and Readings.

Illinois Univ., Urbana. Social Science Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—67

Note—164p.

Available from—Dr. Ella C. Leppert, Social Science Curriculum Study Center, University of Illinois, 1212 West Springfield, Urbana, Illinois 60801 (Price Being Revised)

**Document Not Available from EDRS.**

Descriptors—Affective Objectives, \*African Culture, Annotated Bibliographies, \*Area Studies, Cognitive Objectives, Concept Teaching, \*Cross Cultural Studies, \*Cultural Awareness, Cultural Factors, Human Geography, Instructional Materials, Non Western Civilization, Physical Geography, Resource Materials, Secondary Grades, Sequential Programs, \*Social Studies Units, Supplementary Reading Materials, Teaching Guides

Identifiers—\*Sub Sahara

The material in the Course III, Unit 1, secondary teacher's manual builds upon earlier sequential courses and provides a foundation for the study of two other cultural areas. Objectives are for students to broaden their cultural understanding and aware-

ness emphasizing main ideas about Africa. Students will analyze why a tremendous regional diversity exists in Africa, and why Africa is both a continent of stability and a continent of change. Focus is upon students sharpening their cognitive structure of knowledge, concepts, generalizations, and skills, and also on broadening their affective structure of values. The manual is arranged by five sections—the physical environment, social life, economic life, political life, and other aspects of African life. A variety of data on African people is provided including a number of selected readings and poems written by African writers. A student manual is incorporated into each section of the guide. Related documents are: ED 048 062, SO 003 169 through SO 003 175, SO 003 515, and SO 003 517. (Author/SJM)

**ED 066 387** SO 003 517  
Leppert, Ella C.

**Social Studies Course III. India: A Cultural Area. Teacher's Manual and Readings.**

Illinois Univ., Urbana. Social Science Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68

Contract—OEC-4-10-058

Note—329p.

Available from—Dr. Ella Leppert, Social Science Curriculum Study Center, University of Illinois, 1212 West Springfield, Urbana, Illinois 61801 (Price being revised)

**Document Not Available from EDRS.**

Descriptors—Activity Units, Affective Objectives, Annotated Bibliographies, \*Area Studies, Cognitive Objectives, Concept Teaching, \*Cross Cultural Studies, \*Cultural Awareness, Cultural Factors, Human Geography, \*Indians, Instructional Materials, \*Non Western Civilization, Physical Geography, Resource Materials, Secondary Grades, Sequential Programs, \*Social Studies Units, Supplementary Reading Materials  
Identifiers—\*India

This secondary level instructional unit on India is the second of three cultural areas comprising Course III, "Cultural Areas of Today's World," and follows the first sequential social studies unit on Africa described in SO 003 516. A major objective is for the student to comprehend the characteristics and value structure of India and, more specifically, understand that cultures have an internal consistency, that each sub-system influences and affects other parts, that culture is made up of values giving direction to life styles, and that values can be changed, but only when they fit with the existing value structure. Techniques focus upon building on the concepts, generalizations, and skills of previous courses. Five units describe India's physical environment; social and cultural life and economy; political life and struggle for independence; and current problems. Suggested instructional materials include book, slide, and film bibliographies; student readings; and lists of recommended classroom activities. Related are: ED 048 062, SO 003 169 through SO 003 175, SO 003 515 through SO 003 517. (Author/SJM)

**ED 068 427** SO 004 893  
Hantula, James N.

**Introducing Asian Studies in Elementary Education: China and India. Service Center Papers on Asian Studies Number 3.**

Ohio State Univ., Columbus. Service Center for Teachers of Asian Studies.

Pub Date—72

Note—55p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Activity Units, Affective Objectives, \*Area Studies, Asian History, \*Chinese Culture, Cognitive Objectives, \*Cross Cultural Studies, \*Cultural Awareness, Elementary Education, In-

dians, \*Non Western Civilization, Social Studies, \*Social Studies Units, Teaching Guides, Teaching Methods

Identifiers—\*Asian Studies, China, India

Two possible approaches for teaching Asian studies at the elementary level are provided in this teaching guide. Focus is upon presenting selected, crucial aspects of Indian and Chinese culture to students who then compare cultural differences and likenesses. Cognitive and affective objectives are incorporated into the curriculum and, moreover, a paradigm for measuring cognitive and empathic understanding of significant elements of Chinese and Indian cultures provides the teacher with an index of the degree of success or failure of this approach. The unit on China employs case studies of Chinese communities through which students study the physical setting, real life, and the ideal life of a Chinese community. Students are introduced to the rural and urban subcontinent in the unit on India by planning a vicarious trip to India in which each student begins to investigate what he takes along the trip as an insight into his own culture. Each unit suggests appropriate concepts to be developed, an outline of content, and a variety of instructional activities. A bibliography is included describing available, multi media materials on China, India, and Asia. (SJM)

**ED 069 566** SO 002 738  
Latin America: Introduction and Summary. Grade Five (Unit 7). Resource Unit. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[70]

Note—372p.

**EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.**

Descriptors—\*Area Studies, Case Studies, City Problems, Concept Teaching, Cross Cultural Studies, Curriculum Guides, Elementary Grades, \*Geographic Concepts, \*Geographic Regions, Geography Instruction, Grade 5, \*Human Geography, Inquiry Training, Latin American Culture, Map Skills, Population Distribution, Resource Units, Sequential Programs, \*Social Studies Units, Urban Studies  
Identifiers—\*Project Social Studies

The last of three main parts designed for fifth grade students, resource unit seven provides an overview of patterns of Latin America and a system of regionalization for the total area on the basis of population composition. Following the overview, a series of case studies arranged in separate sub-units on Buenos Aires, Manaus, Sao Paulo, Chile, and Cuzco illustrate different population compositions and other regional differences. After completing the case studies students turn to culminating procedures on Latin America as a whole and, further, generalize previously learned concepts to the entire course. The teacher's guide provides program descriptions, course objectives, teaching strategies, and an explanation of format in ED 062 226. Other related documents are: ED 061 134, ED 062 227, and SO 002 732 through SO 002 741. (Several pages may be illegible.) (Author/SJM)

**ED 069 567** SO 002 739  
Canada. Grade Five (Unit 6). Resource Unit. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—67

Note—140p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Area Studies, Case Studies, City Problems, Concept Teaching, Cross Cultural Studies, Curriculum Guides, Elementary Grades, Geographic Concepts, \*Geographic Regions, Geography Instruction, Grade 5, \*Human Geography, Inquiry Training, Map Skills, Resource Units, Sequential Programs, \*Social Studies Units, \*Urban Studies  
Identifiers—\*Project Social Studies

The second of three main parts designed for fifth grade students, resource unit six presents an overview of the patterns and a system of regionalization on Canada, and deals with case studies which illustrate the fact that man uses his physical environment in terms of his cultural values, perceptions, and level of technology. The approach and format in the latter part of this unit, differing from previous units, is that students prepare illustrated studies of a series of important towns and cities on a traverse across southern Canada from west to east, giving more understanding of the regions within which they are found. Pupils look first at the city today and then identify factors which helped bring about the present development. The teacher's guide ED 062 226 provides program descriptions, course objectives, teaching strategies, and an explanation of format. Other related documents are: ED 061 134, ED 062 227, and SO 002 732 through SO 002 741. (Author/SJM)

**ED 070 710** SO 005 011  
Asian Studies in American Secondary Education. A Report on Two Conferences Sponsored by the Association for Asian Studies and the U.S. Office of Education.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-72-37

Pub Date—72

Note—121p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock #1780-0879, \$75)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—African History, \*Area Studies, Asian History, \*Asian Studies, Conference Reports, Cross Cultural Studies, Developing Nations, \*Foreign Countries, \*International Education, \*Non Western Civilization, Secondary Education  
Proceedings of two conferences which brought together university scholars, secondary school teachers, and curriculum specialists concerned with expanding and improving Asian studies and with broadening of international education in secondary education are reported here. The first conference, national in scope, convened February 20th, 1970 in New York, focusing on the methods and approaches available to those concerned with the teaching of Asian studies in American schools and analyzing and comparing ongoing Asian and African studies programs in California, Indiana, and New York. The second, a state conference held in Ohio during October 1970, evaluated the discussions and resolutions of the New York Conference and formulated a new Asian studies curriculum for Ohio's schools. Conference papers, reactions, summaries of discussions, a pilot project proposal, a report on findings, and several recommendations are offered in an effort to promote quality instruction in Asian studies. (Author/SJM)

**ED 073 967** SO 005 391  
Communities Around the World. Contrasting Communities. Teacher's Resource Unit.  
Chelmsford Public Schools, Mass. Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Se-

condary Research.

Pub Date—68

Note—67p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Activity Units, \*Community Study, Concept Teaching, \*Cross Cultural Studies, Curriculum Guides, Elementary Grades, Grade 3, Human Relations Units, Resource Units, \*Social Studies Units, Social Systems, Sociocultural Patterns, Sociology

Identifiers—\*Project Social Studies

The social studies resource unit, the first of four in this course, outlines content dealing with the concept of community, helping third grade children to identify basic properties of any community. Specific objectives are described in the areas of culture, social organization, social processes, location, and cultural uses of environmental concepts; generalizations; gathering, analyzing, evaluating and geographic skills; and attitudes. Fifty-three outlined learning activities incorporate teaching strategies and furnish instructional media for each activity. Appendices include student materials on topics of communities consisting of maps, study questions, information summaries, and stories. Other documents in this series include ED 051 027 through ED 051 034; and SO 005 392 through SO 005 396. (SJM)

**ED 073 968** SO 005 392  
**Families Around the World. Teacher's Guide to Grade Three.**

Chelmsford Public Schools, Mass.Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date—68

Note—30p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Behavioral Objectives, \*Community Study, Concept Teaching, \*Cross Cultural Studies, Elementary Grades, Grade 3, Human Relations Units, Inquiry Training, Skill Development, \*Social Studies Units, Sociocultural Patterns, \*Teaching Guides

Identifiers—\*Project Social Studies

In this third grade teaching guide emphasis is placed on community study, providing data for generalizations about cultural diversity. Affective objectives foster curiosity and respect for cultural contributions and differences. Inquiry, critical thinking, geographic and sequential development of skills are stressed. Four resource units that focus on political and social institutions are on contrasting communities, gold mining, Manus Community in the Admiralty Islands, and the Paris community. The first part of the guide gives information on course goals, teaching strategies, the focus of the course, the place of the course in the elementary curriculum, the format of the units, adaptation of the units, and preparation of materials. Over half the document contains charts showing the sequential development of concepts and attitudinal behaviors in this course. Related documents are ED 051 027 through ED 051 034; and SO 005 391 through SO 005 396. (SJM)

**ED 073 969** SO 005 393  
**Families Around the World. The Algonquin Family of New England. Teacher's Resource Unit.**

Chelmsford Public Schools, Mass.Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date—68

Note—71p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Activity Units, \*American Indian Culture, American Indians, Concept Teaching, \*Cross Cultural Studies, Curriculum Guides, Elementary Grades, Ethnic Groups, \*Family (Sociological Unit), Family Role, Grade 1, Human Geography, Human Relations Units, Inquiry Training, International Education, Resource Units, \*Social Studies Units, Social Systems, Sociocultural Patterns

Identifiers—Algonquians, \*Project Social Studies

This resource unit for grade 1, the second unit on the theme Families Around the World, is concerned specifically with the Algonquin Tribes of the Southern New England area. Objectives are for the students to cross-culturally examine the concept of culture, noting that it is a learned behavior, and to recognize the diversity in cultures and the contributions made to all by cultural pluralism. Students will also examine the social organization, social process, and the localities of the Algonquians. Inquiry training and concept learning are emphasized in numerous learning activities. The first part of the guide provides background information on tribal village life, major jobs of men and women, environment, clothing, farming, food, hunting, trapping, fishing, religion, and social structure. The majority of the document describes teaching strategies for 58 developmental activities in a format designed to help teachers see the relationships among objectives, content teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include many pupil materials for this unit. Related documents are ED 051 032, ED 051 033, SO 005 394, and SO 005 396. (SJM)

**ED 073 970** SO 005 394  
**Families Around the World. The Japanese Family. Teacher's Resource Unit.**

Chelmsford Public Schools, Mass.Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date—68

Note—76p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Asian Studies, Concept Teaching, \*Cross Cultural Studies, Curriculum Guides, Elementary Grades, Ethnic Studies, \*Family (Sociological Unit), Family Role, Grade 1, Human Geography, Human Relations Units, \*Japanese, Resource Units, \*Social Studies Units, Social Systems, Social Values, Sociocultural Patterns

Identifiers—\*Project Social Studies

The resource unit prepared for grade one is the fourth in a series on the theme Families Around the World. For this study of the Japanese family, background material is presented for the teacher describing the site of Suze Mura, family structure, basic physical needs, a typical day, socialization, communication, village life today, and the comparison of a village and city. Major objectives of the course are to help students understand culture as a learned behavior, social organization, social process, and social, political, and economic factors related to location. Other objectives for this cultural study are defined, noting concepts and objectives as well as attitudes and skills to be developed. Teaching strategies are described for 64 activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include pupil materials prepared for this unit, such as maps, and activities that include flower arranging, paper folding, stories, and songs. Related documents are ED 051 207 through

ED 051 034; and SO 005 391 through SO 005 396. (SJM)

**ED 073 971** SO 005 395  
**Families Around the World. The Hausa Family in Northern Nigeria. Teacher's Resource Unit.**

Chelmsford Public Schools, Mass.Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date—68

Note—99p; Revised

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Activity Units, \*African Culture, Concept Teaching, \*Cross Cultural Studies, Cultural Differences, Curriculum Guides, Elementary Grades, Ethnic Groups, \*Family (Sociological Unit), Family Role, Grade 2, Human Geography, Human Relations Units, Inquiry Training, International Education, Resource Units, \*Social Studies Units, Social Systems, Sociocultural Patterns

Identifiers—Nigeria, \*Project Social Studies

Concerned specifically with the "Hausa" family, this third resource unit designed for grade two is one of a series on the theme of Families Around the World. In a cross cultural approach students examine the concepts of culture, cultural diversity, social organization, social process, and geography. Teaching techniques focus on activity learning, inquiry training, and concept teaching. The first part of the unit furnishes background information on the Hausa family describing the household, clothing, a typical day, socialization, and communication. A major portion of the document describes teaching strategies for eighty two activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity and a general list of educational media is given. Appendices include many pupil materials for this unit such as maps, readings, graphs, songs, and study questions. Related documents are ED 051 032, ED 051 033, ED 055 393, SO 005 394, and SO 005 396. (SJM)

**ED 073 972** SO 005 396  
**Families Around the World. The Colonial Family of Boston. Teacher's Resource Unit.**

Chelmsford Public Schools, Mass.Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date—68

Note—119p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Activity Units, \*Colonial History (United States), Concept Teaching, \*Cross Cultural Studies, Curriculum Guides, Elementary Grades, \*Family (Sociological Unit), Family Role, Grade 1, Human Geography, Human Relations Units, Resource Units, \*Social Studies Units, Social Systems, Social Values, Sociocultural Patterns, United States History

Identifiers—\*Boston, \*Project Social Studies

First in a series of four social studies units in a Family Around the World series, this second grade unit focuses on New England culture and, more specifically, on the theme of Boston families during the Colonial era. The unit gives a historical perspective to contemporary students who trace present social and familial patterns and ideas to earlier patterns, analyzing differences and similarities. Objectives are for students to conceptually examine: culture, recognizing that culture is learned, and the norms, values, diversity, and uniqueness of culture; social organization, and social processes. Geo-

graphic skills are emphasized. Teaching strategies are described for 97 activities in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Audiovisual aids and printed materials to be used are listed with each activity. Related documents are ED 051 207 through ED 051 034; and SO 005 391 through SO 005 396. (SJM)

**ED 078 983** SO 005 443

*Keach, Everett T., Jr.*

**Intercultural Understanding: The Problem and a Process. Social Studies for the Elementary School. Proficiency Module 17.**

Georgia Univ., Athens. Dept. of Social Science Education.

Pub Date—[72]

Note—39p.

Available from—Department of Social Science Education, University of Georgia, 130 Fain Hall, Athens, Georgia 30601 (\$6.60/set; \$8.00 each)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Activity Learning, Autoinstructional Aids, Behavioral Objectives, "Cultural Awareness," Cultural Education, Elementary Grades, Guidelines, Preservice Education, "Social Studies," Teacher Education, Teaching Techniques

This module is one in a series of teaching modules developed for a contemporary social studies curriculum. The purpose of this module is to develop an understanding of the sources of content to be used in an intercultural awareness curriculum and to reinforce teaching strategies learned in the other modules by applying them to the development of lessons in intercultural understanding. The terminal competency for this unit is: Given selected information on the "objects" and "dimension" of intercultural understanding, the reader will be able to derive a generalization from a set of cross cultural data and write a lesson plan incorporating an "object" and a "dimension" of intercultural understanding. The first section of the work discusses the development and applications of behavioral objectives in constructing an intercultural understanding curriculum. The second part contains case studies of two different cultures: The Hopi Indians of Northeastern Arizona; and A Japanese Family. Related modules are SO 005 444 through SO 005 450. (FDI)

**ED 073 992** SO 005 452

**The Middle East. Grade Nine. Resource Unit (Unit VI).**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Elementary and Secondary Research.

Pub Date—68

Note—211p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Activity Units, \*Arabs, \*Area Studies, Curriculum Guides, Economics, Foreign Policy, Grade 8, Grade 9, Inquiry Training, \*International Education, \*Middle Eastern Studies, Political Science, Resource Units, Secondary Grades, Sequential Programs, Skill Development, \*Social Studies Units

Identifiers—\*Project Social Studies

This resource unit, used either at the end of the 8th grade course or as an alternate course during non-election years in grade nine, provides an area study on the Middle East. Since emphasis in each of the five previous units designed for grade nine is on the American economic system and problems, this particular unit offers a contrasting study of economic systems. The unit also touches upon foreign policy and problems facing America in the Middle East. Arranged in a format similar to other Project Social Studies units, the unit is set upon a double page format to help teachers see the relationship between objectives, content, and teaching strategies and materials. (Author/SJM)

**ED 078 433** CS 200 575

*Ackerman, James S. And Others*

**Teaching the Old Testament in English Classes. English Curriculum Study Series.**

Indiana Univ., Bloomington. English Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date—73

Note—494p.

Available from—Indiana University Press, Bloomington, Ind. 47401 (\$12.95 cloth, \$4.95 paper)

**Document Not Available from EDRS.**

Descriptors—Ancient History, \*Biblical Literature, Christianity, \*English Curriculum, Judaism, Junior High Schools, \*Literary Analysis, Middle Eastern History, Religion, \*Secondary Education, \*Teaching Guides, World Literature

This book contains background information and suggested discussion questions and classroom activities for the teaching of the Old Testament as literature in junior and senior high school English classes. This approach to biblical scholarship attempts to represent the general consensus of those Protestant, Catholic, and Jewish scholars who attempt to understand the development of biblical religion and history within the context of its Near Eastern background. Part one discusses the historical background of the Old Testament while part two provides analyses of the literature of the Old Testament. The notes on each narrative are designed to help the teacher illuminate the biblical text, and the discussion questions are suggestions designed to provoke the students' interest, not to stress a particular religious interpretation. An annotated bibliography of books on the Bible of interest to teachers of English is included. (DI)

**ED 080 438** SO 006 144

**Canada and the United States. Perspective. Learning Activity Packet.**

Maine Univ., Orono. New England-Atlantic Provinces Quebec Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—[72]

Contract—OEG-1-71-0011(509)

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Activity Units, \*Area Studies, Autoinstructional Aids, \*Comparative Analysis, Cultural Differences, Governance, History, Instructional Materials, International Relations, Land Settlement, Map Skills, Population Distribution, Secondary Grades, Social Studies Units

Identifiers—\*Canada, Learning Activity Packets

The similarities and differences of Canada and the United States are explored in this Learning Activity Packet (LAP). Ten learning objectives are given which encourage students to examine: 1) the misconceptions Americans and Canadians have about each other and their ways of life; 2) the effect and influence of French and English exploration and settlement on the two countries; 3) the recreational interests of Canadians and Americans; 4) geographical differences and similarities; 5) population patterns in Canada and the United States; 6) depletion of certain natural resources of the U.S. resulting in dependence upon Canada; 7) the border, how it separates, in name only, the two countries, and the effects of trade, immigration, and tourism; 8) the problems each country faces in world affairs; and, 10) the differences in the economic sophistication between the Canadians and the Americans, Canadian fear and resentment toward the U.S., and American ignorance and indifference. Each objective has several learning activities. Several charts are also included. Other LAPs are: SO 006 141, SO 006 142, and SO 006 145. (OPH)

**ED 081 705**

SO 006 199

**Intercultural Understanding Project. Final Report.**

Allegheny County Schools, Pittsburgh, Pa. Intercultural Understanding Project.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—72

Contract—OEG-0-8-051880-2885

Note—53p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Changing Attitudes, Cross Cultural Studies, \*Cultural Education, \*Curriculum Development, Educational Objectives, Evaluation Methods, Human Resources, Instructional Materials, \*Intercultural Programs, Interdisciplinary Approach, International Education, Lesson Plans, Measurement Techniques, Secondary Education, \*Social Studies, Statistical Analysis, Student Participation, Summative Evaluation, \*World Affairs

Identifiers—Elementary Secondary Education Act Title III, IESEA Title III, Intercultural Understanding Project

This project was initiated in 46 school districts to provide a secondary level course in world cultures. Data for the control and experimental groups were analyzed in regard to socioeconomic status, ability, and grade levels. The original objectives are given along with implementation plan, evaluation method, data, and data analysis. Among these objectives were: to increase interest and understanding in intercultural affairs; to improve attitudes toward members of other cultures; to develop an interdisciplinary approach and materials for the world cultures course; and to provide contact with people of other cultures. Project outcomes and implications included: development of materials for a senior high cultures course; measurement of attitude change; initiation of a curriculum library; refinement of a curriculum development model; continuation of the use of resource people; and creation of a similar course at the junior high level. The shortcomings, materials developed for the project, and dissemination activities are listed. A discussion of the future of the project is followed by an appendix containing sample lesson plans and evaluation devices. A related document is ED 073 999. (KSM)

**ED 081 708**

SO 006 207

**Haldage, Craig And Others. Sunshine Unfolding.**

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Office of Education (DHEW/OE), Washington, D.C.

Report No. SSISC-Pub-151

Pub Date—72

Note—90p.

Available from—Social Science Education, 855 Broadway, Boulder, Colo. (\$4.95; Order Number 151)

**EDRS Price MF-\$0.83 HC-\$4.67 Ph**

Descriptors—American Indian Culture, Christianity, Bibliographic Citations, Bow Dian, Bibliography, Elementary Grades, Islamic Culture, Judaism, \*Philosophy, Resource Materials, Secular Studies, \*Student Development, Values

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as the stimuli: 1) interest in examination and re-examination of human values and attitudes in light of environmental problems; and 2) the idea that this is a resource-information book. Each section introduces a different philosophy and lists references (some annotated) on the topic of discussion. Several sections include quotations. Related documents are SO 006 206 and SO 006 208. (OPH)

**ED 083 092** SO 006 320  
**Teacher's Guide to the Eleventh Grade Course on Area Studies. [And] Culminating Procedures for Course, Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—68  
 Note—54p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—\*Area Studies, \*Asian Studies, Behavioral Objectives, \*Cross Cultural Studies, Curriculum Guides, Fundamental Concepts, Generalization, Grade 11, Inquiry Training, Resource Units, Review (Reexamination), Sequential Programs, Skill Development, Social Problems, \*Social Studies, Teaching Guides, Teaching Methods, Teaching Techniques, Unit Plan, \*Western Civilization  
 Identifiers—\*Project Social Studies

This is a teacher's guide and end of year summary for an eleventh grade course on area studies. The course is part of an articulated curriculum for grades K-12. The guide contains goals for the course which are related to values, skills, and concepts and generalizations. The focus of the course is on problems of four selected areas: Western Europe, USSR, China, and India. A general outline of the course describes each of the four units and the course summary. The place of the course in the overall curriculum is explained. The format of the resource units is presented as are the factors to consider in adapting the resource units to specific courses. Charts appended to the guide indicate the way in which goals were developed in the different units. The course summary lists the generalizations and attitudes which comprise the course objectives, along with suggested procedures for leading a class in the summary. The unit on Western Europe is comprised of SO 006 321, SO 006 322, and SO 006 323; the USSR of SO 006 324, SO 006 325, SO 006 326, SO 006 327, and SO 006 328. The unit on China is SO 006 329 and on India is SO 006 330. (Author/KSM)

**ED 083 093** SO 006 321  
**Western Europe: The Political, Social, and Economic Systems of Britain, France, and Germany. Grade Eleven. [Resource Unit I, Sub Unit 1.] Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—68  
 Note—166p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**  
 Descriptors—\*Area Studies, Comparative Analysis, Course Content, Cross Cultural Studies, Economic Education, Educational Objectives, \*Foreign Policy, Grade 11, Instructional Materials, \*International Education, Political Science, Resource Units, \*Social Studies Units, Social Systems, Teaching Methods, Units of Study, \*Western Civilization  
 Identifiers—France, Germany, Great Britain, Project Social Studies

tion for the entire unit on Western Europe. Generalizations, skills, and attitudes are listed. The subunit is set up in a double-page format relating objectives to pertinent content, teaching procedures, and instructional materials. The subunit dealing with social, political and economic systems calls for comparison among the three countries and uses ideal types to help pupils make comparisons. The last part of the unit on foreign relations looks at attempts to bring about closer economic and political relationships among the countries of Western Europe and presents concepts of international trade. Pupils also examine the problems raised for the United States in some of these developments as well as other policy conflicts facing this country in relationship to Western Europe. The teacher's guide for the entire course is SO 006 320; other subunits on Western Europe are SO 006 322 and SO 006 323. (Author/KSM)

**ED 083 094** SO 006 322  
**Western Europe: Introduction and Geography. Grade Eleven. [Resource Unit I, Sub Unit 1.] Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—68  
 Note—61p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—\*Area Studies, Concept Formation, Course Content, \*Cross Cultural Studies, Curriculum Guides, Educational Objectives, Foreign Countries, Geographic Regions, \*Geography Instruction, Grade 11, Instructional Materials, Physical Divisions (Geographic), Resource Units, \*Social Studies Units, Teaching Methods, Units of Study, \*Western Civilization  
 Identifiers—France, Germany, Great Britain, Project Social Studies

This subunit on Western Europe is one of four resource units for an eleventh grade area studies course. One section of the subunit contains an introduction and the other the geography of Western Europe. The introduction contains objectives, an outline of content, teaching procedures, and instructional materials. The geography section focuses upon regionalization and criteria which might be used in separating Western Europe from other parts of the world as well as in regionalizing Western Europe itself. The geography section also reviews and develops further a number of transferable generalizations which are applied in later units. The double-page format with related objectives, content, and teaching procedures is used. The teacher's guide to the entire course is SO 006 320; other subunits on Western Europe are SO 006 321 and SO 006 323. (Author/KSM)

**ED 083 095** SO 006 323  
**Western Europe: History of Western Europe. Grade Eleven. [Resource Unit I, Sub Unit 2.] Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—67  
 Note—247p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**  
 Descriptors—\*Area Studies, Comparative Analysis, Course Content, \*Cross Cultural Studies, Cultural Awareness, Educational Objectives, \*European History, Grade 11, History, Inquiry Training, Instructional Materials, Resource Units,

part of one of four resource units for an eleventh grade area studies course. The subunit contains an introduction followed by a list of objectives dealing with generalizations, skills, and attitudes. A double-page format relates objectives, content, teaching procedures, and instructional materials. This subunit emphasizes cultural change and continuity and factors making for change and for persistence of cultural traits. The sub-unit is also built to help pupils analyze similarities and differences in culture among Britain, France, and Germany. It should be helpful in student understanding of differences in the present day political, social, and economic systems of the three countries. The analysis of similarities should help students distinguish the culture area of Western Europe from other culture areas which they will study during the year. The teacher's guide for the entire course is SO 006 320; other subunits on Western Europe are SO 006 321 and SO 006 322. (Author/KSM)

**ED 083 096** SO 006 324  
**Teacher's Supplement to Unit on U.S.S.R. Grade Eleven. [Unit II.] Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—67  
 Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—\*Area Studies, Comparative Analysis, \*Cross Cultural Studies, Cultural Factors, Economic Progress, Economics, Foreign Policy, Governmental Structure, Government Role, Grade 11, Pretests, Resource Units, \*Social Studies, Supplementary Reading Materials, Teaching Guides

Identifiers—Project Social Studies, \*Union of Soviet Socialist Republics, USSR  
 This is a subunit to one of four resource units for an eleventh grade course on area studies. This subunit is a teacher's supplement to the unit on the U.S.S.R. A pretest on the Soviet Union, supplementary readings on the Soviet economy, foreign policy, constitution, government, Soviet attitudes toward the United States, and comparative statistics for the United States and the Union of Soviet Socialist Republics comprise the subunit. The units on the USSR are SO 006 325, SO 006 326, SO 006 327, and SO 006 328. (KSM)

**ED 083 097** SO 006 325  
**The U.S.S.R.: Introduction and Sub Unit on Geography. Grade Eleven. [Resource Unit II, Sub Unit 1.] Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—67  
 Note—97p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
 Descriptors—Agriculture, \*Area Studies, Course Content, Curriculum Guides, \*Economic Development, Educational Objectives, \*Geography, Geography Instruction, Grade 11, Industry, Instructional Materials, Map Skills, \*Physical Geography, Resource Units, \*Social Studies Units, Teaching Methods, Units of Study  
 Identifiers—Project Social Studies, \*Union of Soviet Socialist Republics, USSR

This subunit, consisting of an introduction and geography of the USSR, is part of a unit on the USSR, one of four resource units for an eleventh grade course on area studies. The introduction con-



a physical map and set up hypotheses about other physical features and human activities in the USSR. The hypotheses are checked against other maps and data, hypotheses are developed about other features, which are also checked against various kinds of data. A teacher's guide to the entire course is SO 006 320. A teacher's supplement to the unit on the USSR is SO 006 324; other subunits on the USSR are SO 006 326, SO 006 327, and SO 006 328. (Author/KSM)

**ED 083 098** SO 006 326  
The U.S.S.R.: History of Russia. Grade Eleven. [Resource Unit II, Sub Unit 2.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—[67]  
Note—116p.

**EDRS Price MF-S0.83 HC-\$6.01 Plus Postage.**  
Descriptors—Area Studies, \*Communism, Course Content, \*Cultural Factors, Curriculum Guides, Educational Objectives, Grade 11, \*History, History Instruction, Instructional Materials, Resource Units, \*Social Studies Units, Teaching Techniques, Units of Study

Identifiers—Project Social Studies, \*Union of Soviet Socialist Republics, USSR

This subunit on Russian history is part of a unit on the USSR, one of four resource units for an eleventh grade course on area studies. The objectives for the subunit are listed as to generalizations, skills, and attitudes. There are two outlines provided for this subunit. The first identifies generalizations about culture change which might be taught throughout the study of Russian history and shows how events in Russian history can be used to teach them. The second one provides a possible sequence for teaching the history of Russia. Teaching procedures are placed opposite this second outline. The materials present aspects of cultural continuity between Tsarist Russia and the Soviet Union. This section includes a fairly lengthy presentation of Marxian ideas. A teacher's guide to the entire course is SO 006 320. A teacher's supplement to the unit on the USSR is SO 006 324; other subunits on the USSR are SO 006 326, SO 006 327 and SO 006 328. (Author/KSM)

**ED 083 099** SO 006 327  
The U.S.S.R.: The Totalitarian State. Grade Eleven. [Resource Unit II, Sub Unit 3.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—67  
Note—101p.

**EDRS Price MF-S0.83 HC-\$6.01 Plus Postage.**  
Descriptors—Area Studies, \*Authoritarianism, Course Content, Curriculum Guides, Democratic Values, Economic Education, Educational Objectives, Governmental Structure, Grade 11, Instructional Materials, \*Political Attitudes, Political Science, Resource Units, \*Social Studies Units, Social Systems, Units of Study

Identifiers—Project Social Studies, \*Union of Soviet Socialist Republics, USSR

This subunit on totalitarianism in the USSR is part of an eleventh grade course on area studies. Following an introduction with suggested teaching strategies, the objectives for the subunit are listed as to generalizations, skills, and attitudes. A double-page format relates objectives with pertinent content, teaching procedures, and instructional materials. The political, economic, and social systems which are studied in this subunit are designed to help pupils understand the relationships among them and

the extent to which the government influences all aspects of life. The materials promote an understanding that the system is not static and that to label countries totalitarian or democratic really involves the use of ideal types. Students decide where they would place the USSR and the United States in terms of a continuum from democracy to totalitarianism. A teacher's guide to the entire course is SO 006 320. A teacher's supplement to the USSR unit is SO 006 324; other subunits on the USSR are SO 006 325; SO 006 326, and SO 006 328. (Author/KSM)

**ED 083 100** SO 006 328  
The U.S.S.R.: Foreign Policy of the Soviet Union. Grade Eleven. [Resource Unit II, Sub Unit 4.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—67  
Note—61p.

**EDRS Price MF-S0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Area Studies, Course Content, Curriculum Guides, Educational Objectives, \*Foreign Policy, Instructional Materials, \*International Relations, \*Political Science, Resource Units, \*Social Studies Units, Units of Study

Identifiers—Project Social Studies, \*Union of Soviet Socialist Republics, USSR

This subunit on the foreign policy of the USSR is part of one of four resource units in an eleventh grade area studies course. This subunit begins with a list of objectives, the generalizations, skills, and attitudes to be learned in this section. The materials treat the relations of the USSR with other countries and introduce the USSR's split with the Chinese Communists. Pupils should try to analyze alternative courses of action for United States foreign policy in terms of what they have learned about the Soviet Union. A double-page format relates objectives and pertinent content, teaching procedures, and instructional materials. A teacher's guide is SO 006 320. A teacher's supplement for the USSR unit is SO 006 324; other subunits on the USSR are SO 006 325, SO 006 326, and SO 006 327. (Author/KSM)

**ED 083 101** SO 006 329  
China. Grade Eleven. [Resource Unit III.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—68  
Note—247p.

**EDRS Price MF-S0.83 HC-\$12.71 Plus Postage.**  
Descriptors—Area Studies, \*Asian Studies, Communism, Comparative Analysis, Course Content, \*Cross Cultural Studies, Curriculum Guides, Educational Objectives, Grade 11, History, International Relations, \*Nonwestern Civilization, Resource Units, \*Social Studies Units, Teaching Methods, Units of Study

Identifiers—China, Project Social Studies

This unit on China is one of four resource units for an eleventh grade area studies course. The unit contains an introduction, a section on Chinese history, and one on Chinese foreign relations. Each section is preceded by a list of objectives, as to generalizations, skills, and attitudes. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. Different policies followed by communists in China and in the Soviet Union are compared. The United States' policies toward China are examined in the light of the split between these two communist powers. A teachers' guide for the entire course is SO 006 320.

(Author/KSM)

**ED 083 102** SO 006 330  
India. Grade Eleven. [Resource Unit IV.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—68  
Note—153p.

**EDRS Price MF-S0.83 HC-\$8.69 Plus Postage.**  
Descriptors—Anthropology, \*Area Studies, \*Asian Studies, Comparative Analysis, Course Content, \*Cross Cultural Studies, Cultural Factors, Developing Nations, Economic Development, Educational Objectives, Grade 11, Instructional Materials, \*Nonwestern Civilization, Resource Units, \*Social Studies Units, Teaching Methods, Technological Advancement, Units of Study  
Identifiers—India, Project Social Studies

This unit on India is one of four resource units for an eleventh grade area studies course. The objectives for this unit are listed as to generalizations, skills, and attitudes. A double-page format relates objectives to pertinent content, teaching procedures and instructional materials. The materials lead pupils to make comparisons between India and China and also between India and Western Europe in terms of the economic, political, and social systems. The unit is used as a vehicle to develop a number of anthropological concepts related to the cultural problems of introducing technological change into a society. The unit calls for testing a theory of economic growth as well as a theory about which factors lead to revolutionary and which to reform movements. The introduction, concerned with the low living levels, compares the levels of living in India with those in China. Pupils are asked to do an in-depth study to decide if India has the geographic potential for as rapid economic growth as does China. A teacher's guide for the entire course is SO 006 320. (Author/KSM)

**ED 083 103** SO 006 331  
Teacher's Guide to the Twelfth Grade Course on Value Conflicts and Policy Decisions. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—68  
Note—48p.

**EDRS Price MF-S0.83 HC-\$2.06 Plus Postage.**  
Descriptors—Civil Liberties, \*Conflict Resolution, Curriculum Development, Curriculum Guides, Educational Objectives, Grade 12, Inquiry Training, \*Policy Formation, \*Race Relations, Resource Units, Security, \*Social Studies, Teaching Guides, Teaching Methods, Unit Plan, \*Values  
Identifiers—Africa, \*Project Social Studies

This is a teacher's guide for a twelfth grade course on value conflicts and policy decision. The course is part of an articulated curriculum for grades K-12. This teacher guide contains guides for the course as they are related to values, skills, and concepts and generalizations. The focus of the course is on problems facing the United States at home and abroad which involve value conflicts and policy decisions. In each of the units pupils identify and examine value conflicts related to issues, using social science data, concepts, and generalizations in an attempt to find out which policy alternative will be most likely to achieve the values of goals desired. The topics are based on the issue of security-freedom at home in African countries of the Sahara and race problems at home and in the African countries. A general outline of the course in the overall curriculum is explained. The format of the resource units is presented as are the factors to consider in adapting the

units to specific courses. Charts appended to the guide indicate the way in which goals were developed in the different units. The units are SO 006 332-338. (Author/KSM)

**ED 083 106** SO 006 334  
**War and Peace. Grade Twelve. [Resource Unit VI.] Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68

Note—89p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Conflict Resolution, Course Content.

Current Events, Educational Objectives, \*Foreign Policy, Grade 12, Instructional Materials, International Education, International Organizations,

\*Peace, Political Attitudes, Political Science, Resource Units, \*Social Studies Units, Teaching Methods, \*Values, \*War, World Problems

Identifiers—\*Project Social Studies, Vietnam

This is the sixth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is war and peace.

The objectives are listed as to generalizations, skills, and values. The double-page format related objectives to pertinent content, teaching procedures, and instructional materials. This unit deals with the costs of war, with people's attitudes towards war, and with the causes of war. Pupils investigate the international system and the means which are used to resolve international conflicts, including the use of international agencies. The unit focuses on contemporary foreign policy issues in the United States as this country tries to preserve peace through power. Pupils study the pros and cons of current policies and proposals for change. Viet Nam is suggested as a case study for use in examining current issues. A teacher's guide for this course is SO 006 331; other units are SO 006 332, SO 006 333, and SO 006 335-338. (Author/KSM)

**ED 083 107** SO 006 335  
**Africa South of the Sahara. Grade Twelve. [Resource Unit IV.] Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68

Note—152p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*African Culture, \*African History, Colonialism, Communism, Course Content, Educational Objectives, \*Geography, Grade 12, Instructional Materials, International Relations, Negroes, \*Political Science, Race Relations, Resource Units, \*Social Studies Units

Identifiers—\*Africa, Project Social Studies, Sub Sahara Africa

This is the fourth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is Africa south of the Sahara. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. The unit deals with the relationship of these African nations to the cold-war struggle and their historical and cultural importance for American Negroes and for all Americans. Data on Africa presents an opportunity for testing a number of concepts, such as the role of political parties in a democracy, factors for political stability, and the factors of cultural identity for a nation. The unit examines the political, social, and economic problems and systems of three different kinds of countries: independent states dominated by Africans, those dominated by white people, and colonies. An analysis is made of the attempts to

obtain more cooperation among the African states, of relations of these countries with non-African countries, and of policy issues and alternatives facing the United States. The teacher's guide is SO 006 331; other units are SO 006 332-334 and SO 006 336-338. (Author/KSM)

**ED 083 109** SO 006 337  
**The Underdeveloped Countries. Grade Twelve. [Resource Unit III.] Project Social Studies.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68

Note—130p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Anthropology, Course Content, \*Developing Nations, \*Economic Development, Economic Education, Educational Objectives, Foreign Policy, Geography, Grade 12, Industrialization, Instructional Materials, \*International Education, \*International Relations, Resource Units, \*Social Studies Units, Teaching Methods, Values, World Problems

Identifiers—\*Project Social Studies

This is the third of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is the underdeveloped countries. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. This unit focuses on the problems of underdeveloped countries around the world in order to understand the relationship of these problems to foreign policy issues facing the United States, to study in more detail causes of the problems and difficulties of introducing technological change, and to consider policy alternatives facing not only the underdeveloped countries but also the United States' foreign aid and trade policies. These alternatives involve a series of value conflicts as well as non-normative questions related to the consequences of different courses of action. This unit draws heavily upon economics, anthropology, and to some extent on geography. The teacher's guide is SO 006 331; other units are SO 006 332-336 and SO 006 338. (Author/KSM)

**ED 083 119** SO 006 449  
**Oswald, James M.**  
**Intercultural Social Studies Project for Secondary Schools. Annual Report.**

American Universities Field Staff, Inc., Hanover, N.H.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—31 May 73

Contract—OEC-0-72-3576

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Annual Reports, \*Cultural Education, \*Curriculum Development, Data Analysis, Educational Development, Educational Research, Evaluation, Field Studies, \*International Education, Material Development, Models, Projects, Secondary Grades, \*Social Studies

During the 1972-1973 school year the Intercultural Social Studies Project for Secondary Schools created and maintained a culture studies network involving 103 teachers and their students. More than 50 "Fieldstaff Perspectives" were designed in booklet, photograph, map, and simulation-games formats for field testing within the project network. Materials were prepared to meet a variety of reading ability levels (7-12), conceptual comprehension levels, and interest levels. Staff leadership resulted in the production and testing of materials, workshops for culture studies teachers, articles in professional journals, and newsletters, and the beginnings of a

model or pedagogical framework for studying cultures. This was the first of a projected two-year developmental project (1972-1974) initiated jointly by the American Universities Field Staff and the Institute of International Studies of the United States Office of Education. (Author)

**ED 084 199** SO 006 618  
**Intercultural Social Studies Project Newsletter. Volume 1, Number 7.**

American Universities Field Staff, Inc., Hanover, N.H.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Oct 73

Note—7p.

Available from—Intercultural Social Studies Project Newsletter, American Universities Field Staff, 3 Lebanon Street, Hanover, New Hampshire (Free)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cross Cultural Studies, Cultural Education, \*Curriculum Development, Information Dissemination, \*International Education, \*Newsletters, Projects, Secondary Education, \*Social Studies

The Intercultural Social Studies Project (ICSSP) newsletter, issued periodically, is designed to disseminate information about the project which is concerned with developing and field testing cultural/international study materials for secondary students. Directed toward field test teachers, ICSSP evaluators, and key people with professional commitments, the newsletter announces new published materials and those in the process of development and field testing; identifies staff members and roles; and reviews and describes upcoming workshops. This issue lists ICSSP network teachers by state. Those interested in receiving copies of the newsletter should send an inquiry to the Intercultural Social Studies Project Newsletter, American Universities Field Staff, 3 Lebanon Street, Hanover, New Hampshire 03755. (SJM)

**ED 084 307** TM 003 330

Kidder, Steven J. And Others

**An Instructional Model for the Use of Simulation Games in the Classroom.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—JHU-CSOS-153

Pub Date—May 73

Contract—OEG-7-7-061610-0207

Note—23p.

Available from—Center for Social Organization of Schools, The Johns Hopkins University, Baltimore, MD.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Classroom Techniques, Computer Assisted Instruction, \*Educational Games, High School Students, International Education, \*International Relations, Models, Program Evaluation, \*Simulation

Identifiers—Instructional Models, PRINCE, \*Programmed Instruction National Computer Environment

The use of simulation games in the classroom has greatly increased over the past decade. However, little attention has been given to the need for a set of programs - an instructional model - that will enable teachers to use these games in a consistent and effective manner. This paper describes such an instructional model and provides a classroom evaluation of the model's application. (Author)

**Estudio Cultural de Puerto Rico. A Cultural Study of Puerto Rico.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Div. of Bilingual Education.

Pub Date—[73]

Note—90p.; In Spanish

**EDRS Price MF-50.83 HC-\$4.67 Plus Postage.**  
Descriptors—Bibliographies, Biculturalism, \*Bilingual Education, Bilingualism, Educational Resources, Ethnic Groups, Geography, History, \*Instructional Materials, Latin American Culture, Minority Groups, Poetry, Puerto Rican Culture, Puerto Ricans, Spanish, \*Supplementary Textbooks

Identifiers—\*Puerto Rico

This book presents resource materials for teaching the cultural heritage of the Puerto Rican student. It includes biographical sketches of outstanding figures in Puerto Rican history from colonial times to the twentieth century. It also contains descriptions of national festivities and holidays, as well as poetry representative of Puerto Rican literature. A list of evaluation exercises for the student follows each reading selection. A bibliography is included. (SK)

**ED 085 291** SO 006 616

Spurgin, John H. Smith, Gary R.

**Global Dimensions in the New Social Studies.**

American Political Science Association, Washington, D.C./Denver Univ., Colo. Center for Teaching International Relations. ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo./Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—SSEC-PUB-165

Pub Date—73

Note—160p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (\$4.75; order SSEC Publication Number 165)

**EDRS Price MF-50.83 HC-\$8.69 Plus Postage.**  
Descriptors—Comparative Analysis, Course Descriptions, Curriculum Development, Curriculum Evaluation, Curriculum Study Centers, Directories, \*Games, \*Global Approach, Instructional Materials, \*International Education, International Relations, Literature Reviews, Political Science, \*Projects, Secondary Grades, Social Studies, \*Social Studies, \*Social Studies, \*World Affairs

Identifiers—Global Education, \*Worldmindedness

This survey identifies a number of materials and approaches in social studies/social science education containing one or more components useful for global education. These components are described analytically, in a format designed to facilitate comparisons among materials. The intention of the authors is to provide a handy, practical tool for teachers and curriculum supervisors in their attempts to select new materials appropriate for integration within the existing curriculum to help students better understand the realities of the global dimension of their lives. Fourteen projects are analyzed and indexed by subject, director, source, publisher, and grade level; twenty-two simulation/games and eight global education projects or organizations are annotated. The introduction to the survey and a final bibliography give an overview of global (international) education as a part of high school curricula from the earlier 1960's to the present. (Author/JH)

**Global Development Studies. A Model Curriculum for an Academic Year Course in Global Systems and Human Development at the Secondary and Undergraduate Levels of General Education.**

Management Inst. for National Development, New York, N.Y.

Pub Date—73

Note—68p.

Available from—Management Institute for National Development, 230 Park Avenue, New York, N.Y. 10017 (\$5.00)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Bibliographies, Class Activities, Course Content, Course Objectives, \*Curriculum Development, Curriculum Guides, \*Global Approach, Higher Education, \*Human Development, \*International Education, Models, Resource Materials, Secondary Grades, \*Social Studies, \*World Affairs

Identifiers—\*Worldmindedness

The course of study, an experimental model intended for use in secondary grades and higher education, centers on mankind in a global context. Main objectives of the course are to help students understand with cognitive depth the realities of global systems, interdependencies, and imbalances and develop conscious attitudes toward their own beliefs and conceptions and those of others. Some of the teaching techniques suggested are surveys, interviews, research, and the use of audiovisual materials and print materials to stimulate group discussion. The course contains the following four parts: 1) building global perspectives; 2) historical background; 3) global interdependence; and 4) evaluation and comparison. Objectives, rationale, a content outline, some suggested exercises, and some material resources are provided for each part. The following information is contained in the appendices, which comprise half of the guide: Appendix A, a discussion of structural methodology in global development studies; Appendix B, teaching exercises on the historiography of global development followed by an extensive bibliography; Appendix C, an annotated bibliography of periodicals; Appendix D, an index of resource organizations. (Author/RM)

**ED 086 622** SO 006 852

Lawrence, Pensile, Comp. And Others

**Old Ponape. Pohnpet Ni Mwehin Kawa.**

Trust Territory of the Pacific Islands Dept. of Education, Saipan.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date—73

Note—200p.

**EDRS Price MF-50.83 HC-\$10.03 Plus Postage.**  
Descriptors—Bilingual Education, \*Cultural Background, Cultural Images, \*Folk Culture, \*Folklore Books, \*Legends, Mythology, Non Western Civilization, Orthographic Symbols, Religion, Translation

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Pacific Islands, \*Ponapean

This book presents English and Ponape versions of the stories, legends, and histories originally transcribed by anthropologists attached to the Thilenius South Sea Expedition of 1908-1910. The natives of the Marshall Islands in Micronesia who related these stories are identified, but the material is much older and represents the cultural heritage of the Ponapean nation which had been orally transmitted for centuries before. A new orthography is employed in describing the past war, old gods, and building of ancient cities. Sample titles include The Origins of Ponape; Songs for the Paddle Dance; Story of the Great Gods; and The Coming of the Spanish Troops. A glossary of old Ponapean words is provided. (Author/KSM)

**Looking Out Is In: 12 Lesson Television Series for Sixth Grade Anthropology. Teacher Guides.**

Cooperative Educational Service Agency 13, Wau-pun, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—[Aug 73]

Note—221p.; Materials developed by CESA 13 Comparative Cultures Project

**EDRS Price MF-50.83 HC-\$11.37 Plus Postage.**  
Descriptors—Anthropology, Course Objectives, \*Educational Television, Fundamental Concepts, Grade 6, Guides, Inquiry Training, Learning Activities, Resource Materials, \*Social Sciences, \*Social Studies, \*Social Studies Units, Teacher Developed Materials, Teaching Guides, Units of Study

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The teacher developed guides for a twelve-unit series on anthropology at the sixth grade level are outlined. Although these materials were designed to accompany a lesson on a state instructional television network they can be utilized to a degree without the video experience. Topics of the units consist of what is anthropology; what is culture; why is man a social animal; why is culture changing; how do some cultures meet their need for food; how do the methods of gathering food influence culture; what is an agrarian culture; what caused agrarian cultures; what is an industrial complex; what caused industrial complexes; what is enculturation. The series feature the inquiry approach and use materials developed largely by teachers. The teacher guide for each unit includes a general introduction; a discussion of the inquiry method; goals and objectives; concept definitions; an outline of the unit's position within the Wisconsin conceptual framework; a telecast overview; vocabulary list; previewing discussion questions; pre and post telecast activities; background information; program sequences; and examples of teacher resources. (KSM)

**ED 088 722** SO 003 515

Man, Evans R.

**Man and His Physical Environment: Teacher's Manual.**

Illinois Univ., Urbana. Social Science Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—67

Contract—OEC-4-10-058

Note—130p.

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Concept Teaching, \*Geographic Concepts, Geography, \*Geography Instruction, \*Human Geography, Inductive Methods, Maps, \*Physical Geography, Resource Materials, Secondary Grades, Sequential Programs, \*Social Studies Units, Teaching Guides, World Geography  
Building upon Course I, this teaching guide for the first of four units of Course II introduces the secondary student to geographic concepts and generalizations of the physical world to which man has related over time. All units of the second course emphasize the process of development whereby man, coping with given conditions in his physical environment, develops established ways of dealing with the problems of socialization, economic constraints, and political power. "Man and His Physical Environment," a seven week instructional unit, provides a framework for study of the emergence and development of simpler and advanced cultures. Students arrive at concepts utilizing inductive methods while studying landforms, climate, vegetation, soils, and location globally in relation to the distribution of

man. A student manual is incorporated into the guide. Transparent-overlays and other visual aids are listed including slides, maps, and selected films developed to teach concepts basic to an understanding of man's physical environment. Related documents are ED 048 062, SO 003 169, through SO 003 175, SO 003 516, and SO 003 517. (Author/SJM)

**ED 089 033** CE 001 079

**World History Studies: Curriculum Guide.**

Harland Independent School District, San Antonio, Tex. Career Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—[70]

Note—379p.

**EDRS Price MF-50.83 HC-\$20.75 Plus Postage.**

Descriptors—Audiovisual Aids, Bibliographies, \*Career Education, \*Curriculum Guides, Educational Objectives, Educational Resources, Instructional Materials, Occupational Information, Performance Specifications, Resource Materials, \*Secondary Grades, Teaching Methods, Units of Study, \*World History

Identifiers—Texas

The guide is arranged in vertical columns relating curriculum concepts in world history to curriculum performance objectives, career concepts and career performance objectives, teaching methods, and resource materials. Occupational information on approximately 130 different occupations includes job duties, education requirements, salary range, and employment opportunities. Space is provided for teacher's notes which will be useful when the guide is revised. Appendixes list teaching-learning activities; career development concepts; a seven-section list of European sovereigns and a six-section list of major dynastic houses of Europe; relevant historic names, places, and dates, and cause-and-effect statements. Eleven maps are included as well as organizations, periodicals, and selected references for career information. Audio-visual source information is also included. (AG)

**ED 089 911** RC 007 822

**16 de Septiembre, 1810 Module. Secondary Level. 16 de Septiembre, 1810 Module. Secondary Level.**

Crystal City Independent School District, Tex. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Div. of Bilingual Education.

Pub Date—[73]

Note—14p. In Spanish

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**

Descriptors—Activism, \*American Indians, \*Biculturalism, \*Cultural Background, Cultural Events, \*Mexican American History, Mexicans, Politics, Power Structure, \*Revolution, Secondary School Students, Social Status, Spanish Culture

Identifiers—\*El 16 de Septiembre

Independence for Mexico took 11 years to achieve. Before its independence Mexico was ruled by Spain and had a basic caste system of indios, mestizos, criollos, and gachupines. The gachupines and criollos ruled the government and exploited the indios and mestizos. When the criollos became dissatisfied with being secondary to the gachupines, they began talking about a revolution. On 16 de septiembre, Father Miguel Hidalgo gave his "Grito de Independencia" speech stating a revolution was inevitable. There were 2 stages to the revolution. The first stage (under Father Hidalgo and Jose Maria Morelos) was aimed at changing colonial class, political, economic, and cultural systems of New Spain. The final stage of the revolution (under Augustin de Iturbide) left things just as they had been during the colonial period. This contradiction in the

movement led to the formation of 2 main political parties—liberals and conservatives. As objectives of this unit the students will demonstrate their comprehension of "el 16 de septiembre" by correctly answering orally the discussion questions. The poem "Corrido de la Independencia" is included. (NQ)

**ED 091 282**

*Hawke, Sharpl*

**A Total Immersion Day. Profiles of Promise 25.**

ERIC Clearinghouse for Social Studies/Science Education, Boulder, Colo./Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[74]

Note—4p.

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Activity Learning, \*Cross Cultural Studies, Cultural Factors, \*Foreign Countries, Geography, Grade 6, History, Middle Eastern Studies, Middle Schools, Political Science, \*Social Studies, \*Student Experience, Student Projects

Identifiers—Liverpool New York, \*Profiles of Promise

Social studies teachers in Liverpool, New York, furnish their students with significant cultural experiences by a strategy called total immersion day. Two middle schools organized this experience by having grade six students examine a particular area, its geography, history, culture, and politics. The culminating activity of the study unit, an activity day, is designed to allow investigation of all aspects of the culture studied—the politics, work, food, and fun. A six to eight week study unit for the sixth grade classes provides the geographic overview, historical summary and information on social, economic and political organization of an area such as the Middle East, incorporating current events from newspaper and magazines. Each sixth grader is required to complete a special project which is graded and displayed on immersion day. Costumes representative of the chosen culture are judged, along with typical food prepared for a bazaar. Immersion day itself involves a composite of academic and fun activities, classroom and media presentations. Each student completes a questionnaire evaluating immersion day. Preparatory work and the new experiences of immersion day foster appreciation of a different way of life and insight into a foreign culture for teachers and students involved. (Author/KSM)

**ED 093 635**

SE 017 213

**Environments. Basic Edition. Science for Micronesia.**

Trust Territory of the Pacific Islands Dept. of Education, Saipan.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—May 73

Note—92p. See SE 017 212-214 for other units

**EDRS Price MF-50.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Elementary School Science, \*Environmental Education, Grade 4, Science Activities, Science Education, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Micronesia

Presented is a teacher's guide to an elementary science unit designed for use with fourth grade, or higher, students in the Trust Territory of Micronesia. Although there is a degree of similarity to curriculum materials developed for the Science Curriculum Improvement Study, this Micronesian unit does not purport to be an adaptation or edition of the SCIS materials. Designed to be taught in the vernacular language, this unit was prepared to be a companion unit to one concerning relative position

and motion, with the two units involving the entire school year. The activities are designed for active student participation with the teacher acting as a guide. The unit involves the concepts of environment, environmental factor, range, and optimum range and the processes of observing, communicating, predicting, inferring, and recording. The guide contains information concerning objectives, teacher and student activities, rationale for the various activities, needed materials, teaching suggestions (provided on a day by day basis), and questions to be posed in class discussions. (PEB)

**ED 093 636**

SE 017 212

**Material Objects. Basic Edition. Science for Micronesia.**

Trust Territory of the Pacific Islands Dept. of Education, Saipan.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Oct 72

Note—81p. See SE 017 211-214 for other units

**EDRS Price MF-50.83 HC-\$4.67 Plus Postage.**

Descriptors—Curriculum, \*Elementary School Science, \*Grade 1, \*Physical Sciences, Science Activities, Science Education, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Material Objects, Micronesia

Presented is a teacher's guide for an elementary science unit designed for use with first grade students in the Trust Territory of Micronesia. Although there is a degree of similarity to the curriculum materials developed for the Science Curriculum Improvement Study, this Micronesian unit does not purport to be an adaptation or edition of the SCIS materials. Designed to be taught in the vernacular language, it is suggested that this unit follow a free play unit and that it be used for about one half of the school year. The rationale for the period of free play is that children can gain experiences in sharing as well as in acquiring science and mathematics information through the free play activities. Activities are designed for active student participation with the teacher acting as a guide. This unit involves the concepts of object, attribute, material, change, and evidence and the science processes of observing, communicating, discriminating, and describing. The guide contains information concerning objectives, teacher and student activities, rationale for these activities, needed materials, teaching suggestions (provided on a day by day basis), and questions to be posed in class discussions. (PEB)

**ED 093 637**

SE 017 213

**Populations. Basic Edition. Science for Micronesia.**

Trust Territory of the Pacific Islands Dept. of Education, Saipan.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 73

Note—132p. See SE 017 211-214 for other units

**EDRS Price MF-50.83 HC-\$7.35 Plus Postage.**

Descriptors—Biology, Curriculum, \*Elementary School Science, \*Environmental Education, Grade 3, \*Population Education, \*Population Growth, Science Activities, Science Course Improvement Project, Science Education, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Micronesia

This teacher's guide is for an elementary school science unit designed for use with third grade (or older) children in the Trust Territory of Micronesia. Although there is a degree of similarity to curriculum materials developed for the Science Curriculum Improvement Study, this Micronesian unit does not purport to be an adaptation or edition of the SCIS materials. Designed to be taught in the

vernacular language, is recommended the unit be taught in conjunction with the unit on systems and variables, with these two units occupying the school year. The activities are designed for active student involvement with the teacher acting as a guide. The unit involves the concepts of populations, predator, prey, community, plant eater, animal eater, food chain, and food web and the science process skills of observing, communicating, predicting, inferring, and recording. The guide contains information concerning objectives, teacher and student activities, rationale for these activities, needed materials, teaching suggestions (provided on a day by day basis), and questions to be posed in class discussions. (PEB)

**ED 093 638 SE 017 214**  
**Systems and Variables. Basic Edition. Science for Micronesia.**

Trust Territory of the Pacific Islands Dept. of Education, Salpan.  
Spons. Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date—Mar 73

Note—82p.; See ED 017 211-213 for other units  
**EDRS Price MF-S0.83 HC-\$4.67 Plus Postage.**  
Descriptors—Curriculum, \*Elementary School Science, \*Grade 3, \*Physical Sciences, Science Activities, Science Education, \*Teaching Guides  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Micronesia, \*Systems  
This teacher's guide is for an elementary school science unit designed for use with third grade (or older) children in the schools of the Trust Territory of Micronesia. Although there is a degree of similarity to curriculum materials developed for the Science Curriculum Improvement Study, this Micronesian unit does not purport to be an adaptation or edition of the SCIS materials. Designed to be taught in the vernacular language, this unit was prepared to be a companion unit to one concerning populations, with the two units covering the school year. Activities are designed for active student involvement with the teacher acting as a guide. The unit involves the concepts of systems, variables, evaporation, temperature, and histogram and the science process skills of observing, communicating, predicting, inferring, and recording. The guide contains information concerning objectives, teacher and student activities, rationale for these activities, needed materials, teaching suggestions (provided on a day by day basis), and questions to be posed in class discussions. (PEB)

**ED 093 750 SO 007 598**  
**The Earth as the Home of Man. Kindergarten. Resource Units 1 Through V.**

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.  
Spons. Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—66

Note—135p.  
**EDRS Price MF-S0.83 HC-\$7.35 Plus Postage.**  
Descriptors—Course Objectives, Curriculum Guides, Fundamental Concepts, \*Geography, Kindergarten, \*Map Skills, \*Physical Geography, Resource Units, Skill Development, \*Social Studies Units, Teaching Guides, Unit Plan, \*World Geography

Identifiers—\*Project Social Studies  
Five resource units constitute the Kindergarten level of the Project Social Studies curriculum. The five units, on the theme of earth as the home of man, are preceded by a grid showing the concepts, generalizations, sequential development of skills, and attitudes appropriate to each unit. All the units follow a similar format, consisting of an introduction and list of objectives, concepts, generalizations and skills, with the main body aligning objectives, content outline, teaching procedures and materials of

instruction for the entire unit. Unit I, Earth as the Home of Man, introduces the meaning of specific geographic concepts, observational techniques, and knowledge of map symbols. Unit II, A World of Many People, acquaints children with people that live around the world through the medium of picture story books. Unit III, Our Global Earth, deals with concepts of geographic representation, site concepts, and concepts concerned with the earth as a globe. Unit IV, Man Changes the Earth, emphasizes an understanding of the processes by which man and nature change the physical environment. Unit V, A Home of Varied Resources, focuses on the concepts of diversity, interrelatedness, and spatial location. (Author/KSM)

**ED 094 902 RC 008 037**  
*Lizcano, Jeannette. Garza, Laura Leticia*  
**El Cinco de Mayo. The Fifth of May.**

Crystal City Independent School District, Tex.  
Spons. Agency—Office of the Deputy Commissioner of School Systems (DHEW/OE), Washington, D.C.  
Pub Date—Jul 74

Note—16p.; In Spanish and English  
**EDRS Price MF-S0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Activities, American Indians, \*Bilingual Education, \*Cultural Background, \*Cultural Events, History, \*Mexican Americans, Mexicans, Political Issues, Revolution, \*Social Studies Units, Spanish Culture  
Identifiers—Crystal City, \*El Cinco de Mayo, Emergency School Assistance Program, Texas  
"El Cinco de Mayo", a commemoration of when Mexican troops defeated French invaders, is the topic of this unit developed for the Bilingual/Multicultural Education Program of the Crystal City Independent School District (Crystal City, Texas). As unit objectives, the students are to demonstrate their comprehension of the significance of "el cinco de mayo" by (1) answering correctly 8 of the 10 test questions and (2) participating in oral discussions utilizing four study questions. The study questions are: (1) Why do we celebrate "el cinco de mayo"? (2) What kind of celebration is held in Crystal City for "el cinco de mayo"? (3) Who was Benito Juarez? Why do we have a statue of him by the City Hall? and (4) In what way can the struggle of the Mexican people against the French be compared to the Chicano Movement? The unit's narrative section consists of both an English and a Spanish version. The 10 test questions are also included. (NQ)

**ED 098 088 SO 007 850**  
**Conflict Resolution in Contemporary Society.**

Greensburg-Salem School District, Pa.  
Spons. Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date—73  
Note—192p.; Audiovisual materials are not included with this document; Copyrighted portions included in this document have been removed from EDRS microfiche and paper copy  
Available from—Paul D. Brown, Project Director, Greensburg Salem School District, 301 North Main Street, Greensburg, Pennsylvania 15601 (\$4.00)

**EDRS Price MF-S0.83 HC-\$10.03 Plus Postage.**  
Descriptors—\*Conflict Resolution, Economic Development, \*Global Approach, Inquiry Training, Instructional Materials, \*Peace, \*Process Education, Productive Thinking, Secondary Grades, Simulation, Social Studies, Social Values, Social Welfare, \*World Problems  
Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III, \*Values Clarification

These secondary materials help students understand the nature of human conflict and alternative methods of resolving such conflict in order to further human cooperation on global problems. Objec-

tives of the materials include (1) identifying global problems, their multiple relationships, and basic elements within the categories of war and peace, environment, economic welfare, and social justice; (2) becoming aware of strategies for conflict management, such as concession and arbitration; (3) applying these strategies to specific situations; (4) developing evaluative criteria for assessing their effectiveness; (5) following commitment with action; and (6) clarifying one's own values while learning to respect value differences. The written and audiovisual programs may be broken into supplementary units or stacked into a full year course. This flexibility allows the written materials included in this document to be used alone. Arranged sequentially, introductory packets provide concepts to consider in NOTSOB, a simulation which in turn acts as a catalyst for the packets concerned with the four problem categories. Each packet addresses a particular issue within the category; for instance, War Crimes: Individual Justice vs. Obedience to State is one of the packets from the category War and Peace. Background information, learning objectives, activities, readings, and references are included in each packet. (JH)

**ED 098 280 UD 014 630**  
*Kwak, Irene*  
**Chinese Cultural Resource Book (For Elementary Bilingual Teachers).**

San Francisco Unified School District, Calif.  
Spons. Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Div. of Bilingual Education.

Pub Date—74  
Note—148p.; Some sections may photograph poorly; Related documents are ED 017 1-1-632  
**EDRS Price MF-S0.83 HC-\$7.35 Plus Postage.**  
Descriptors—Bilingual Education, \*Bilingual Teachers, Childrens Literature, Chinese Americans, \*Chinese Culture, Cultural Background, Cultural Education, Elementary Education, Elementary School Curriculum, \*Elementary School Teachers, \*Reading Materials, \*Resource Guides, Resource Materials  
Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII

This publication was prepared using funds provided by 1965 Elementary Secondary Education Act Title VII to the Chinese Bilingual Pilot Program. Teachers instructing in bilingual programs or in multicultural programs know the difficulty of introducing Chinese traditions to children without any resource guides or educational materials. This resource book is intended to provide some reading references to assist the teachers in these fields. The materials in this book are based mostly on personal experiences and research. Although these customs were experienced when the author was a child living in Hong Kong and Canton, they are still practiced in the Chinese-American communities today. The materials in this resource book are intended for teachers in the Chinese Bilingual Bicultural Programs. There are six sections: stories, poems, songs, games, art projects, and recipes. Each section is related to the five major Chinese festivals—Lunar Festival, Winter Festival, Chinese New Year, Qing Ming, and Dragon Boat Festival. Some materials are also related to seasonal, transportation, and family topics. The story section includes Chinese legends, myths, and folktales. (Author/JM)

**ED 099 285 SO 007 983**  
*Oswald, James M.*  
**Intercultural Social Studies Project. [And] Appendix A: A Pedagogical Framework for Global Cultural Studies. Final Report.**

American Universities Field Staff, Inc., Hanover, N.H.  
Spons. Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—26 Nov 74

Contract—OEC-072-3576

Note—54p.; A related document is SO 007 984

**EDRS Price MF-50.83 HC-53.50 Plus Postage.**

Descriptors—"Cross Cultural Studies, Curriculum Development, Field Studies, \*Global Approach, High School Curriculum, \*Intercultural Programs, Models, Networks, Projects, Reports, Secondary Education, \*Social Studies, Staff Role Identifiers—\*Intercultural Social Studies Project

A report of the second and final year of the Intercultural Social Studies Project for Secondary Schools is presented. The project maintained a culture studies network of 103 teachers and their students from June 1972 to August 1974. Major activities and accomplishments included the design of more than 100 Fieldstaff Perspectives in booklet, photograph, map, and simulation games form as well as field testing within the project network. Materials were prepared to meet a variety of reading ability levels, conceptual comprehension levels, and interest levels. Staff leadership resulted in production and testing of materials, workshops for culture studies teachers, articles in professional journals and newsletters, and a model pedagogical framework for studying cultures. The appended framework for global cultural studies contains objectives for the Project and explains the assumptions for implementation of the inquiry-based instructional materials organized into multimedia units. SO 007 984 contains appendices with representative examples of project field test materials, project newsletters, participant application forms, and lists of participants, participant and evaluator responses, project policy committee members, project evaluators, and project staff. (Author/KSM)

**ED 099 286**

SO 007 984

Oswald, James M.

**Intercultural Social Studies Project. Appendices A, C, D, G, H, and I.**

B, American University Field Staff, Inc., Hanover, N.H.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—26 Nov 74

Contract—OEC-072-3576

Note—114p.; Because of marginal legibility these appendices are available in microfiche only from EDRS. Paper copy is available from American Universities Fieldstaffs; SO 007 983 is a related document

Available from—American Universities Fieldstaff, Intercultural Social Studies Project, 3 Lebanon Street, Hanover, New Hampshire 03755 (paper copy of appendices)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—"Cross Cultural Studies, Curriculum Development, \*Global Approach, Group Membership, Instructional Staff, \*Intercultural Programs, Newsletters, Participant Involvement, Program Evaluation, Projects, \*Records (Forms), Reports, Secondary Education, \*Social Studies Identifiers—"Intercultural Social Studies Project

Appendices to the 1972-1974 report for the Intercultural Social Studies Project for Secondary Schools are presented. They are part of a report describing the major activities and accomplishments of the project which maintained a culture studies network of teachers in which materials designed by project staff were field tested. The appendices contain representative examples of project fieldtest materials, project newsletters, lists of fieldtest participants, representative examples of participant and evaluator responses, a project participant form, and lists of project policy committee and advisory committee members, project evaluators, and of the project staff. SO 007 983 is the final report and also contains Appendix A, a pedagogical framework for global cultural studies. (Author/KSM)

**ED 100 674**

SE 018 365

**World History, Environmental Education Guide.**

Project I-C-E, Green Bay, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—[74]

Note—33p.

**EDRS Price MF-50.83 HC-52.06 Plus Postage.**

Descriptors—Conservation Education, \*Environmental Education, \*History, Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, Outdoor Education, Science Education, \*Secondary Education, \*Social Studies, Teaching Guides, \*World History

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Project I C E

This world history guide, for use at the secondary level, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that emphasize the relationship between current environmental problems and world economic, social, and political development, providing the student with succinct and realistic opportunities for involvement in environmental concerns. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in subject areas. This guide focuses on aspects such as ancient history, value clarification, and world conflict. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives and suggested reference and resource materials useful to teachers and students. (Author/TK)

**ED 100 786**

SO 008 078

Bonhannan, Paul And Others

**A Preliminary Review of the Intercultural Dimension in International/Intercultural Education, Grades K-14. Final Report. Publication No. 156.**

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—SSEC-PUB-156

Pub Date—Jan 73

Contract—OEC-072-5152

Note—107p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (SSEC No. 156, \$2.50, prepaid)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cultural Education, Curriculum Development, \*Curriculum Evaluation, Elementary Secondary Education, Evaluation, Evaluation Methods, \*Global Approach, Higher Education, Inservice Teacher Education, \*Intercultural Programs, \*International Education, Models, Projects, Research Needs, Research Utilization, Social Sciences, Social Studies, \*Systems Analysis

A conference, sponsored jointly by the Institute of International Studies (IIS) and the Social Science Education Consortium (SSEC), was held in June 1972 to achieve some convergence of thinking on desirable programs for implementing the intercultural dimension in general education in grades K-14 and in the preparation of school personnel. This report, the result of that conference, offers a concep-

tual base of intercultural study by examining the nature of world society from the viewpoints of an economist, a geographer, a political scientist, and an anthropologist. Intercultural education is defined and seven goals for intercultural education are suggested. Focusing on programs already incorporating an intercultural dimension, the report describes the major existing international/intercultural education models and analyzes them with the Curriculum Materials Analysis System (CMAS—produced by the SSEC). A model for intercultural education is suggested based on the definition and the seven goals developed for intercultural education. The last section lists areas of research that need further exploration and offers a model for evaluation of intercultural programs. (Author/JR)

**ED 102 072**

SO 008 116

**Looking At: Future Studies, Legal Education, Women's Studies, Mini-Courses, Global Studies, School Ethnography.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Social Science Education Consortium, Inc., Boulder, Colo.

Pub Date—74

Note—25p.; Not available in hard copy due to reproduction quality of original copy

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Anthropology, Bulletins, Curriculum, \*Curriculum Development, Educational Programs, Elementary Secondary Education, Ethnology, Futures (of Society), Global Approach, International Education, Legal Education, \*Program Descriptions, Short Courses, \*Social Studies, Teaching Guides, Womens Studies Identifiers—Minicourses

Six issues of a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies are combined in this document. The various issues, written in 1973 and 1974, deal with emerging topics of interest in future studies, legal education, womens studies, minicourses, global studies, and school ethnography. Each four page bulletin presents a state of the art interview with a specialist in the field being reported, describes exemplary projects and classrooms, and includes information on available human resources, materials, and organizations. In addition, ERIC document abstracts and book reviews offer sources for further investigation of each topic. (JR)

**ED 102 814**

FL 005 330

Kolehon Mandikike Project.

Guam Dept. of Education, Agaña.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Pub Date—[72]

Note—17p.; Photographs will reproduce poorly

**EDRS Price MF-50.83 HC-51.67 Plus Postage.**

Descriptors—"Biculturalism, \*Bilingual Education, \*Chamorro, \*Elementary Education, English, \*English (Second Language), Instructional Materials, Language Instruction, Language Programs, Parent Participation, \*Program Descriptions, Teacher Education

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, Guam

This manual describes the Kolehon Mandikike English-Chamorro bilingual/bicultural education project in Guam. Begun in 1970, the project is located at Price Elementary School in Mangilao and Torres Elementary School in Santa Rita. A general overview of the project is presented here, along with a discussion of training for staff members, materials development, and parent involvement. The text is in English and Chamorro. (PMP)

# Man Between War and Peace: An Interdisciplinary International Studies Course. Profiles of Promise 44.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo./Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency National Inst. of Education (DHEW), Washington, D.C.

Pub Date - [75]

Note 5p; Not available from EDRS in hard copy due to poor reproducibility of original

Available from Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$7.50 for numbers 31-45 in the series)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors - Class Activities, Conflict Resolution, Course Objectives, Educational Innovation, English, Global Approach, History, \*Interdisciplinary Approach, International Organizations, \*International Relations, \*Peace, Program Descriptions, Secondary Education, Teacher Developed Materials, \*War, \*World Affairs, World History Identifiers - \*Profiles of Promise

Teachers of North Miami Beach High School, Florida, have developed an innovative interdisciplinary approach to war/peace studies. The major objectives of this English/history oriented course are (1) to examine and evaluate traditional and personal values and beliefs concerning war and peace; (2) analyze and react to war literature and to discuss the role of literature in mediating human problems; (3) investigate various approaches to human aggression and peaceful alternatives to aggression; (4) analyze the effectiveness of peacekeeping models; (5) develop tools for analyzing conflict on a personal, national, and international level; (6) examine the relationship between individual and the state; and (7) differentiate between constructive and destructive roles in group interaction. With these objectives, six major subject areas are developed including such topics as history and causes of war, literature of war, causes for aggression and conflict, nationalism, peacekeeping alternatives, and international communication. Student activities include readings, role playing, simulation gaming, song singing, slide presentations, and investigation of a local organization. Student reaction to the course has been positive, especially in the area of class discussions. (Author/DF)

ED 104 787 SO 008 285

Thompson, Fred

## Viet Nam. Grade Six, Unit One. 6.1. Comprehensive Social Studies Curriculum for the Inner City.

Youngstown Board of Education, Ohio.

Spons Agency Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Note 70p.; For related documents, see ED 070 693 and SO 008 272 through SO 008 300 Not available in hard copy due to marginal legibility of original document

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors - \*Area Studies, \*Asian History, Economic Development, Elementary Education, Grade 6, History Instruction, Instructional Materials, International Relations, Learning Activities, Power Structure, Revolution, \*Social Studies Units, Urban Education, \*War Identifiers - Elementary Secondary Education Act Title III, ESEA Title III, FICSS, Focus On Inner City Social Studies, \*Viet Nam

This sixth grade unit is one of a sequential learning series of the Focus On Inner City Social Studies (FICSS) project developed in accordance with the needs and problems of an urban society. A descrip-

tion is designed to help students investigate the conditions under which people in other nations live as a result of the exercise of military, economic, and political power in their countries. The extent to which the United States is involved in guiding or controlling the exercise of power is an important issue which is examined. Students consider the moral use of world power in order to become better informed moral agents. This specific unit examines Viet Nam and the war which occurred there. Student inquiry areas include Vietnamese history through 1954, Vietnamese history since 1954, the economic system in Viet Nam, quality of life, and United States involvement in Viet Nam. The format of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DF)

ED 104 788 SO 008 286

Trell, Pat

## Middle East. Grade Six, Unit Two, 6.2. Comprehensive Social Studies Curriculum for the Inner City.

Youngstown Board of Education, Ohio.

Spons Agency Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Note 65p.; For related documents see ED 070 693 and SO 008 272 through SO 008 300; Some pages of marginal legibility

EDRS Price MF-00.83 HC-\$3.50 Plus Postage.

Descriptors - \*Area Studies, Developing Nations, Economic Development, Elementary Education, Grade 6, History Instruction, Instructional Materials, International Relations, Learning Activities, \*Middle Eastern History, \*Middle Eastern Studies, \*Social Studies Units, Urban Education, War

Identifiers - Egypt, Elementary Secondary Education Act Title III, FICSS, Focus On Inner City Social Studies, Israel, Soviet Union

This sixth grade unit is one of a sequential learning series of the Focus On Inner City Social Studies project developed in accordance with the needs and problems of an urban society. A description of the project is provided in SO 008 271. As part of the sixth grade curriculum focusing on world power, this six week unit examines the nation involved in the conflict over the existence of Israel. Specific student inquiry areas include the land and people of the Middle East, economics of the Middle East, history of the Middle East to 1948 (and since) 1948, and interests of the United States and Union of Soviet Socialist Republics in the Middle East. The content of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

ED 104 789 SO 008 287

Poppey, Donna

## Czechoslovakia. Grade Six, Unit Three, 6.3. Comprehensive Social Studies Curriculum for the Inner City.

Youngstown Board of Education, Ohio.

Spons Agency Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Note 46p.; For related documents see ED 070 693 and SO 008 272 through SO 008 300

EDRS Price MF-00.83 HC-\$2.06 Plus Postage.

Descriptors - \*Area Studies, Elementary Education, \*European History, Grade 6, History Instruction, Instructional Materials, \*International Relations, Learning Activities, \*Social Studies Units, Totalitarianism, Urban Education, War, World Geography

Identifiers - \*Czechoslovakia, Elementary Secondary Education Act Title III, FICSS, Focus On Inner

This sixth grade unit is one of a sequential learning series of the Focus On Inner City Social Studies (FICSS) project developed in accordance with the needs and problems of an urban society. A description of the project is provided in SO 008 271. As part of the sixth grade curriculum focusing on world power, this six week unit studies the factors involved in Czechoslovakia's political and economic destiny. Specific student inquiry areas include Czechoslovakian history and geography, the fall of Czechoslovakia 1938-1948, Czechoslovakia in the Communist Camp 1948-1965, the new spirit of liberalization 1965-1968, and the Russian invasion 1968. The content of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

ED 107 580 SO 008 402

Crespin, Emilio

*Rodriguez, Robert*

## Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date - Mar 74

Note-57p.

Available from--Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$1.20)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors - \*Biculturalism, \*Cultural Awareness, Curriculum, Elementary Secondary Education, Ethnic Studies, Learning Activities, \*Mexican American History, Mexicans, \*Revolution, \*Social Studies, Teaching Guides

Identifiers - Elementary Secondary Education Act Title VII, ESEA Title VII, \*Mexico

This book is the first in a series of historical resource guides developed by the Far West Center of Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE). This unit, for grades 1-9, focuses on Mexico's revolt against Spanish rule and highlights famous persons and events of the period. The materials can serve as a reference on Mexican historical events and patriotic commemorations in order that the teacher may have some information readily available for classroom use. Historical facts as well as activities for use in the classroom, in the school, or for community presentation are included. This book can be used as a general supplement to the Social Studies Strand of the Spanish Curricula Development Center materials. The unit is arranged in nine sections according to either famous persons or events. Each section includes presentation of facts, a list of reasons for remembering the role, vocabulary, ways for teachers to highlight the facts, ideas for discussion, and activities. Suggestions for classroom activities include role playing, bulletin boards, reports, and time lines. The listing of commemoration dates is sequenced to allow teachers to plan the school calendar accordingly. (Author/JR)

ED 107 644 SP 009 269

Schmidt, Nancy J.

## African Outreach Workshop 1974.

Illinois Univ., Urbana.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract--OEG-074-0354

Note--69p.

Curriculum Development, Elementary Education, Instructional Materials, Program Evaluation, Secondary Education, \*Teacher Workshops  
Identifiers—\*Africa

This report discusses the 1974 African Outreach Workshop planned and coordinated by the African Studies Program at the University of Illinois at Urbana-Champaign. Its major aim was to assist teachers in developing curriculum units on African using materials available in their local community. A second aim was for the African Studies Program to serve the community outside the University by making available accurate and comprehensive knowledge on Africa and Africans. Part 1 of the report discusses the organization of the workshop and its general impact during the following school year. Part 2 presents curriculum materials developed for three schools during the workshop, and editorial comments on the implementation of the curricula during the period of the workshop and the following year. Sample materials include the following: (a) Africa: Operation Exposure, A Mini-Unit; (b) African Masks; An Art Unit; (c) A Unit on African Culture for Grades 2 and 4; (d) Sixth Grade Africa Unit Related to the Tabo Curriculum; and (e) A Curriculum Outline for Studying About Africa in Elementary Schools. (Appendixes listing workshop participants and materials distributed are included.) (Author/JS)

ED 108 492 FL 006 956

Colón, Luisa Rivera, Carlos

**Guías para los carteles puerorriquenos (Guides for the Puerto Rican Posters).**

Curriculum Adaptation Network for Bilingual/Bicultural Education, Bronx, N.Y. Northeast Regional Adaptation Center. Dissemination Center for Bilingual Bicultural Education, Austin, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date—Aug 74

Note—89p; In Spanish; these guides accompany the Carteles puerorriquenos (DCBBE, 1973, \$5.00 per set of four)

Available from—Dissemination Center for Bilingual/Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.30)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Biculturalism, \*Bilingual Education, Bilingual Students, Elementary Secondary Education, Instructional Materials, \*Puerto Rican Culture, \*Puerto Ricans, Spanish, Spanish Speaking, \*Teaching Guides

Identifiers—"Puerto Rico

These teacher's guides are designed to accompany four Puerto Rican posters by Juan Maldonado. Each narrative or biographical essay in the guides is followed by lists of suggested learning objectives, materials needed for the lesson, instructions for presentation to the students, vocabulary, and classroom learning activities. The four guides and corresponding posters cover the following: "My Race," origins and history of the Indian, African and Spanish strains comprising the Puerto Rican people; "Distinguished Puerto Ricans," a painter, patriots and a composer; "Distinguished Women," poets, a mayor, a patriot and an educator; and "Puerto Rican Governors," biographical sketches of five governors of the commonwealth. (KC)

ED 109 027 SO 008 456

Bobbitt, Cheryl And Others

**African Cultures in Transition. A Learning Activity Package for Grade 8. [And] Teacher's Guide.**

Carroll County Public Schools, Westminster, Md. Pub Date—74

Note—22p; Related documents are SO 008 457-460

Available from—Donald P. Vetter, Supervisor of

Learning Activity Packages, Carroll County Public Schools, Westminster, Md. 21156 (\$2.00 for Activity Package, \$1.00 for Teacher's Guide)  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.  
Descriptors—\*African Culture, African History, Educational Resources, Grade 8, \*Individualized Instruction, Individualized Programs, Junior High Schools, \*Learning Activities, Performance Contracts, Social Studies, \*Social Studies Units, Tribes

Identifiers—"Africa, Learning Activity Packages

Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about African cultures. Learning activities presented are based on curriculum and audiovisual materials available in the Carroll County Schools. The focus of the unit is on the effects that tribalism has had upon social changes within Africa. The social studies unit includes learning activities, suggested resources, evaluation tests, and optional or enrichment activities. A teacher's guide accompanies the material, which includes the answers to the pre- and posttests and a list of print and non-print resources needed to complete the LAP. (JR)

ED 109 028 SO 008 457

Myers, Amy Kiracofe, Roland

**Mainland China: An Abacus and the Hoes. Learning Activity Package, Social Studies, Grade 8. [And] Teacher's Guide.**

Carroll County Public Schools, Westminster, Md. Pub Date—73

Note—28p; Related documents are SO 008 456-460

Available from—Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21156 (\$1.50 for Activity Package, \$1.00 for Teacher's Guide)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Asian History, \*Asian Studies, \*Chinese Culture, Cultural Awareness, Educational Resources, Grade 8, \*Individualized Instruction, Individualized Programs, Junior High Schools, \*Learning Activities, Social Studies, \*Social Studies Units

Identifiers—"China, Learning Activity Packages

Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about China before the Communists came to power. Learning activities are based on curriculum and audiovisual materials available in the Carroll County Schools. The focus of the unit is on the life styles of the rich landowners and the peasants before 1949, as well as on understanding the term "extended family." The social studies unit includes learning activities, suggested resources, evaluation tests, and optional activities. A teacher's guide accompanies the material, which includes the answers to the pre- and posttests and a list of print and nonprint resources needed to complete the LAP. (JR)

ED 109 029 SO 008 458

Osman, Dick

**Modernization of Japan. A Learning Activity Package for Grade 8. [And] Teacher's Guide.**

Carroll County Public Schools, Westminster, Md. Pub Date—74

Note—25p; Related documents are SO 008 456-460

Available from—Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21156 (\$1.50 for Activity Package, \$2.00 for Teacher's Guide)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Asian Studies, Grade 8, \*Individualized Instruction, \*Industrialization, Junior High Schools, \*Learning Activities, Performance Contracts, Social Studies, \*Social Studies Units

Identifiers—"Japan, Learning Activity Packages

Developed for the Carroll County Public Schools,

Carroll County Public Schools, Westminster, Md. 21156 (\$2.00 for Activity Package, \$1.00 for Teacher's Guide)  
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.  
Descriptors—\*Asian Studies, Educational Resources, Grade 8, \*Individualized Instruction, Individualized Programs, Junior High Schools, \*Learning Activities, Social Change, Social Studies, \*Social Studies Units

ED 109 030 SO 008 459

Kiracofe, Roland

**Tradition and Change in Modern India. Learning Activity Package, Social Studies, Grade 8. [And] Teacher's Guide.**

Carroll County Public Schools, Westminster, Md. Pub Date—Sep 73

Note—34p; Related documents are SO 008 456-460

Available from—Donald P. Vetter, Supervisor of Social Studies, Carroll County Board of Education, Westminster, Maryland 21156 (\$2.00 for Activity Package, \$1.00 for Teacher's Guide)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Asian Studies, Educational Resources, Grade 8, \*Individualized Instruction, Individualized Programs, Junior High Schools, \*Learning Activities, Social Change, Social Studies, \*Social Studies Units

Identifiers—"India, Learning Activity Packages

Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about tradition and change in modern India. Learning activities are based on curriculum and audiovisual materials available in the Carroll County Schools. The unit focuses on a comparison of urban and rural life, tradition, and change in India. The unit includes learning activities, suggested resources, evaluation tests, and optional or enrichment activities. A teacher's guide accompanies the material, which includes background resources, answer sheets, worksheets, and a list of print and nonprint resources needed to complete the LAP. (JR)

ED 109 902 FL 006 970

**Puerto Rican History, Civilization, and Culture: A Mini-Documentary.**

Dissemination Center for Bilingual Bicultural Education, Austin, Tex. New York State Education Dept., Albany. State Univ. of New York, Albany.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 73

Note—102p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$2.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Architectural Character, Bibliographies, \*Bilingual Education, Cultural Traits, Economic Development, Foreign Culture, High School Curriculum, History Instruction, \*Instructional Materials, Language Enrichment, \*Puerto Rican Culture, \*Puerto Ricans, Resource Materials, Secondary Education, \*Social Studies, Spanish Speaking

Identifiers—ESEA Title VII

This publication was compiled from a number of smaller manuscripts dealing with various aspects of Puerto Rican history, civilization, and culture. The book is designed to: (1) provide teachers of middle school and high school students with instructional material which covers all these aspects in a related sequential manner; and (2) provide information that will stimulate further study and interest in Puerto



other typical pastimes (fiestas, holidays and sports); (5) cultural centers and related aspects of Puerto Rican culture; (6) Puerto Rican foods; (7) important dates and holidays in Puerto Rico; (8) Puerto Rican flora and fauna; (9) famous Puerto Ricans; and (10) architecture in Puerto Rico. The book also includes a bibliography of publications divided into these areas: Puerto Rican authors, books in Spanish and books in English; children's books in English; children's books in Spanish; and related Puerto Rican studies.

**ED 114 254 SE 018 110**

**Population Inquiries: U.S. and World Dynamics. Volume 1.**

Indiana Univ., Bloomington. Population Education Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—74

Contract—OEG-0-72-5143

Note—215p.; For Volume 2 see SE 018 111

**EDRS Price MF-S0.83 HC-S11.37 Plus Postage.** Descriptors—Conservation Education, \*Curriculum Guides, \*Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, Outdoor Education, \*Population Education, Population Growth, Population Trends, Science Education, \*Secondary Education, Social Studies, Teaching Guides

This instructional unit on population issues for use in high school social studies classes has been designed to provide the social studies teacher with a wide variety of instructional options. These are oriented toward providing non-college-bound juniors and seniors with visually stimulating activity-oriented instruction on vital social issues relating to population change. This unit is divided into three chapters. Chapter 1 is a description of the project design and development. Chapter 2 provides a brief overview of the purpose and structure of the unit along with suggestions for using the unit in the classroom. Chapter 3 consists of the instructional unit, which contains a series of activities each including a purpose, learning goals, teaching schedule, teaching aids, learning aids, teaching procedures, student application exercises, notes to the teacher, and student confirmation sheets. A section of student materials is also included along with a teacher idea grabbag. Resource materials are listed throughout the instructional unit and include: filmstrips, reading material, a visual questionnaire, role-playing and slides. A separate pamphlet, entitled "Population Pendulum," is also attached. (TK)

**ED 114 255 SE 018 111**

**Population Inquiries: U.S. and World Dynamics. Volume 2.**

Indiana Univ., Bloomington. Population Education Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—74

Contract—OEG-0-72-5143

Note—197p.; For Volume 1, see SE 018 110

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43210 (on loan)

**tion. \*Social Studies, Teaching Guides.** This instructional unit on population issues for use in high school social studies classes has been designed to provide the social studies teacher with a wide variety of instructional options. These are oriented toward providing non-college-bound juniors and seniors with visually stimulating activity-oriented instruction on vital social issues relating to population change. This unit is divided into three chapters. This booklet, part of chapter 3 (the instructional unit), contains student materials and a Teacher Idea/Resource Grabbag. The student materials provide the student with work that can be accomplished with minimal teacher guidance. Included in the section are reading materials, instructional objectives, exercises, discussion topics, stimulations, and value clarification exercises. The Teacher Idea/Resource Grabbag includes a collection of ideas and resources for teaching about population which are listed under topic headings such as general ideas, migration, population composition, and crowding. (TK)

**ED 117 393 CE 006 033**

**A Comprehensive Vocational Education Program for Career Development in Leon County. Final Report. Volume 3. Career Guide for Foreign Languages. German 1-4.**

Leon County Schools, Tallahassee, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date—Jun 75

Contract—OEG-0-73-3004

Note—250p.; Appendix B in the teacher's guide and several pages in the student career units will not reproduce well; For other volumes, see CE 006 031-034

**EDRS Price MF-S0.83 HC-S12.71 Plus Postage.** Descriptors—\*Career Education, \*German, Health Occupations, \*Integrated Curriculum, \*Language Instruction, Language Programs, Language Skills, Marketing, Mass Media, Occupational Clusters, Occupational Information, Office Occupations, Recreation, Secondary Education, Study Guides, \*Teaching Guides, Unit Plan

A module is presented for delivering basic language skills in German at the secondary level in combination with elements of career education, including career awareness/exploration, self-awareness, decision making, employability skills, and job preparation. The module includes a teacher's guide and five student career units (business and office, communications and media, health and related occupations, hospitality and recreation, and marketing and distribution). The teacher's guide includes the following information: strategies for implementing the student units and incorporating related resources, specific objectives/activities of the student units, and descriptions of contents of each unit. Vocabulary quizzes, texts for listening comprehension tests, career exploration form, and a resource list are appended. The student units are based on different clusters and consist of two sections: (1) the learning activity package (list of selected occupations, basic vocabulary list, multiple choice basic vocabulary test, skit, supplementary vocabulary, and supplementary activities) written in part in English and German and designed to provide the student with basic skills in the language relative to the occupational unit being studied, and (2) the career research package (information on selected occupations and career exploration form) which provides

Report. Report. Spanish 1-4.

Leon County Schools, Tallahassee, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date—Jun 75

Contract—OEG-0-73-3004

Note—246p.; Several pages in the student career units will not reproduce well; For other volumes, see CE 006 031-033

**EDRS Price MF-S0.83 HC-S12.71 Plus Postage.** Descriptors—\*Career Education, Health Occupations, \*Integrated Curriculum, \*Language Instruction, Language Programs, Language Skills, Marketing, Mass Media, Occupational Clusters, Occupational Information, Office Occupations, Recreation, Secondary Education, \*Spanish, Study Guides, \*Teaching Guides, Unit Plan

A module is presented for delivering basic language skills in Spanish at the secondary level in combination with elements of career education, including career awareness/exploration, self-awareness, decision making, employability skills, and job preparation. The module includes a teacher's guide and five student career units (business and office, communications and media, health and related occupations, hospitality and recreation, and marketing and distribution). The teacher's guide includes the following information: strategies for implementing the student units and incorporating related resources, specific objectives/activities of the student units, and descriptions of contents of each unit. Vocabulary quizzes, texts for listening comprehension tests, career exploration form, and resources are appended. The student units are based on different clusters and consist of two sections: (1) the learning activity package (list of selected occupations, basic vocabulary list, multiple choice basic vocabulary test, skit, supplementary vocabulary, and supplementary activities) written in part in English and Spanish and designed to provide the student with basic skills in the language relative to the occupational unit being studied, and (2) the career research package (information on selected occupations and career exploration form) which provides occupational information and activities to assist the student in exploring a career. (Author/EC)

**ED 119 479 FL 007 438**

Lew, Gordon

**The Story of Ching-Ming.**

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date—[7]

Note—20p.; For related documents, see FL 007 439-443 and FL 007 492

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.** Descriptors—Biculturalism, \*Bilingual Education, Bilingual Students, Cantonese, \*Chinese, \*Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, \*Cultural Education, Elementary Education, Instructional Materials, \*Reading Materials

Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII  
This is one of a series of elementary readers written in Cantonese and English and designed to familiarize children with the traditional major Chinese festivals celebrated in America. This booklet follows the activities of a Chinese-American family on

**ED 119 480**

FL 007 439

*Lew, Gordon*  
**Winter Festival.**

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.  
Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.  
Pub Date—[71]

Note—17p; For related documents, see FL 007 438-443 and FL 007 492

**EDRS Price MF-50.83 HC-S1.67 Plus Postage.**

Descriptors—Biculturalism, \*Bilingual Education, Bilingual Students, Cantonese, \*Chinese, \*Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, \*Cultural Education, Elementary Education, Instructional Materials, \*Reading Materials  
Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII

This is one of a series of elementary readers written in Cantonese and English and designed to familiarize children with the traditional major Chinese festivals celebrated by the Chinese in America. This booklet describes the occasion for the Winter Festival (the beginning of winter) and follows a Chinese-American family in its preparation for and celebration of the season. (CLK)

**ED 119 481**

FL 007 440

*Lew, Gordon*  
**The Moon Festival Is Here.**

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.  
Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.  
Pub Date—[71]

Note—16p; For related documents, see FL 007 438-443 and FL 007 492

**EDRS Price MF-50.83 HC-S1.67 Plus Postage.**

Descriptors—Biculturalism, \*Bilingual Education, Bilingual Students, Cantonese, \*Chinese, \*Chinese Americans, Chinese Culture, Cultural Awareness, \*Cultural Background, Elementary Education, Instructional Materials, \*Reading Materials  
Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII

This is one of a series of elementary readers written in Cantonese and English and designed to familiarize children with the traditional major Chinese festivals celebrated by the Chinese in America. This booklet describes the celebration of the harvest-time holiday called the Moon Festival. (CLK)

**ED 119 482**

FL 007 441

*Lew, Gordon*  
**Dragon Boat Festival.**

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.  
Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.  
Pub Date—[71]

Note—17p; For related documents, see FL 007 438-443 and FL 007 492

**EDRS Price MF-50.83 HC-S1.67 Plus Postage.**

Descriptors—Biculturalism, \*Bilingual Students, Cantonese, \*Chinese, \*Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, Instructional Materials  
Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII

This is one of a series of elementary readers written in Cantonese and English and designed to familiarize children with the traditional major Chinese festivals celebrated by the Chinese in America. This booklet describes the celebration of the Dragon Boat Festival, which marks the beginning of summer. A brief background to the festival is provided

**ED 119 484**

FL 007 443

*Lew, Gordon*  
**Preparing for Chinese New Year.**

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.  
Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.  
Pub Date—[71]

Note—17p; For related documents, see FL 007 438-443 and FL 007 492

**EDRS Price MF-50.83 HC-S1.67 Plus Postage.**

Descriptors—Biculturalism, \*Bilingual Education, Bilingual Students, Cantonese, \*Chinese, \*Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, \*Cultural Education, Elementary Education, Instructional Materials, \*Reading Materials  
Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII

This is one of a series of elementary readers written in Cantonese and English, designed to familiarize children with the traditional major Chinese festivals celebrated by the Chinese in America. The booklet follows the activities of a Chinese-American family in its preparations for the Chinese New Year. (CLK)

**ED 119 499**

FL 007 492

*Kwok, Irene*  
**Chinese New Year Materials for Elementary Teachers.**

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.  
Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.  
Pub Date—75

Note—78p; For related documents, see FL 007 438-443

**EDRS Price MF-50.83 HC-S4.67 Plus Postage.**

Descriptors—Bilingual Education, Cantonese, \*Chinese, Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, \*Cultural Education, Elementary Education, \*Instructional Materials, \*Resource Materials  
Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII

This is a resource book designed to be used by teachers in Chinese bilingual bicultural programs. The materials in the book are based on Chinese New Year customs still observed in Chinese-American communities. The resource book contains five types of materials: (1) a general introduction to the Chinese New Year, including the Chinese Lunar Year and the Cycle of the Twelve Animals, (2) Chinese New Year stories, written in both Cantonese and English, (3) Chinese New Year songs, in both Cantonese and English, (4) recipes for the Chinese New Year, and (5) art projects. (CLK)

**ED 121 655**

SO 009 014

*Allen, Rodney F.*

**The Ethics of Environmental Concern: A Rationale and Prototype Materials for Environmental Education Within the Humanistic Tradition. Final Report, Volume 4.**

Florida State Univ., Tallahassee.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—30 Sep 73

Contract—OEG-0-72-5145

Note—170p; For related documents, see SO 008 012-015

**EDRS Price MF-50.83 HC-S8.69 Plus Postage.**

Descriptors—American Culture, \*Cross Cultural Studies, Cultural Factors, Environment, \*Environmental Education, Global Approach, Instructional Materials, Junior High Schools, Learning Activities, \*Life Style, \*Population Education, Population Growth, \*Social Studies Units, Values, World Problems

Identifiers—\*Environmental Education Project

As part of the series of student materials developed by the Environmental Education Project at Florida State University, this volume contains three instructional units dealing with population growth and perception of the environment. Designed for junior high students, each unit contains an extensive introduction to orient a teacher to the major concerns, rationale, objectives, lesson plans, student materials, and evaluation components. Unit 1 includes 16 student activities that require students to examine the variables of population change, problems of population growth, the various stages of population growth, and ethical questions about the need to maintain a balanced relationship between population size and the natural environment. Unit 2 contains 11 activities about how various world cultures perceive the environment. Unit 3 includes 12 student activities in which students reflect on the economic development of the United States and its implication on both the natural and international environmental situation. (Author/DE)

**ED 121 656**

SO 009 015

*Allen, Rodney F.*

**The Ethics of Environmental Concern: A Rationale and Prototype Materials for Environmental Education Within the Humanistic Tradition. Final Report, Volume 5.**

Florida State Univ., Tallahassee.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—30 Sep 73

Contract—OEG-0-72-5145

Note—96p; For related documents, see SO 009 012-014

**EDRS Price MF-50.83 HC-S4.67 Plus Postage.**

Descriptors—\*Chinese Culture, Class Activities, Environment, \*Environmental Education, Ethics, Instructional Materials, Interdisciplinary Approach, Learning Activities, \*Life Style, Poetry, Secondary Education, Self Actualization, Social Studies, \*Social Studies Units, Values  
Identifiers—\*Environmental Education Project

As part of the series of student materials developed by the Environmental Education Project at Florida State University, this volume contains three diverse instructional units integrating values and environmental education. Designed for secondary students, each unit contains lesson plans, objectives, and student readings. Unit 1 provides eight student activities focusing on the effect of ancient Chinese values and modern philosophy on Chinese lifestyles and attitudes toward the environment. Unit 2 lists the components of student "messing about" kits which contain familiar objects such as pictures, seeds, booklets, and cans as well as instructional media. Students examine the objects in the kit in order to arrive at greater environmental awareness and clarify their values about the life-styles necessary to maintain a balanced relationship with nature. Unit 3 uses poetry and personal reflections about trees to involve students in man's disposition toward nature and others. (Author/DE)

**Document Not Available from EDRS.**

**Descriptors**—Classroom Materials, Conflict, \*Diplomatic History, Exchange Programs, \*Foreign Policy, \*International Relations, Peace, \*Political Science, Resource Materials, Secondary Education, Treaties, United States History, \*World Affairs

**Identifiers**—\*China

This resource booklet discusses U.S. foreign policy with China and contains questions to help secondary teachers stimulate classroom discussion. The author, who was consultant to Secretary of State Kissinger on China policy 1969-1973, argues that Washington's failure to establish full diplomatic relations with Peking is damaging United States-Sino detente. Considerable evidence exists, he asserts, that the pace of normalization has fallen far short of what Peking had anticipated. In 1975 intimations of Chinese irritation became apparent. They were first voiced in private, unofficial conversations and then openly expressed on the eve of President Ford's visit, December 1975. Chapter titles are: (1) Confrontation to Detente; (2) The Shanghai Communiqué and the Fruits of Detente; (3) The Balance Sheet and Unfinished Business; (4) The Tight Little Island; (5) The Japanese Formula; (6) Why Normalize Sino-American Relations; and (7) Talking It Over. Discussion questions and reading references are also included. (Author/RM)

**ED 125 993**

SO 009 323

**Ethnicity in my Community and the World: An Experimental Unit.**

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—76

Note—76p.; Pages 3, 37-52, 58, 65-70, and 94-102 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 322-325

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**

**Descriptors**—Arabs, \*Class Activities, \*Community Study, Course Content, Course Objectives, \*Ethnic Groups, \*Ethnic Studies, Global Approach, Instructional Materials, Mexican Americans, Minority Groups, Negroes, Secondary Education, \*Social Studies Units, Teaching Methods

**Identifiers**—\*Ethnic Heritage Studies Project

This secondary social studies unit, part two of a series of four, contains classroom activities that involve students in discovering ethnicity in the community, nation, and world. The activities also help students to recognize physical and psychological transnational linkages between ethnic groups in the United States and the cultures of their origins. Although four ethnic groups are emphasized—African Americans, Arab Americans, Mexican Americans, and Irish Americans—the unit is structured so that any ethnic group can be used in the activities. The activities are self-contained and student centered so that students choose the ones in which they are most interested and carry out much of the learning on their own, with the teacher acting as coordinator and facilitator. Students locate evidence of ethnic influences in their homes and discuss their findings, investigate linkages between objects in their homes and those of other groups and nations, use a city's

**ED 125 994**

Smith, Gary R.

**Ethnic Conflict [And] Ethnicity and Global Issues: Two [Experimental] Units.**

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—76

Note—45p.; Pages 13-15 of first part and 9-13 of second part of document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 322-325

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

**Descriptors**—Class Activities, \*Conflict, \*Conflict Resolution, Course Content, Course Objectives, \*Ethnic Groups, \*Ethnic Studies, Global Approach, Instructional Materials, Minority Groups, Politics, Secondary Education, Simulation, \*Social Studies Units, Teaching Methods

**Identifiers**—\*Ethnic Heritage Studies Project

Two secondary social studies units, parts three and four of a series of four, contain classroom activities that help students recognize the role of superordinate goals in ethnic conflict. Objectives are to help students understand ethnic conflict within a nation in a political context and become aware of the common problems faced by ethnic groups of other nations. Each unit is a tightly sequenced series of activities that require teacher direction. In unit one, students first form two groups and create symbols and ways to maintain their group identity. Then, they play competitive games—tag-of-war and a fast recall quiz game—designed to further accentuate differences and create group conflict. In the third activity the two groups are equally threatened by "outsiders" and given an opportunity to temporarily transcend their unique group interests. Through a case study students compare their experiences from the first three activities with an experiment conducted in Oklahoma. The culminating activity in unit one is a game which involves students in playing the roles of members of ethnic groups and members of a national legislative body. In the second unit, students consider the implications of population growth for future immigration policy in the United States and sort out and rank, in order of importance, key characteristics of national minorities in the world today. (Author/RM)

**ED 125 996**

SO 009 333

**Food, 47 Activities: An Experimental Unit, First Draft.**

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—[76]

Note—156p.; Several pages of the original document are copyrighted and therefore not available. They are not included in the pagination; For a related document, see SO 009 334

**EDRS Price MF-S0.83 HC-S8.69 Plus Postage.**

**Descriptors**—Class Activities, Classroom Materials, Course Content, Experimental Programs, Food, \*Food Instruction, \*Global Approach, Instructional Materials, \*Learning Activities, Nutrition, \*Nutrition Instruction, Secondary Education, Simulation, Social Studies Units, Teaching Methods, Teaching Programs

Supplementary teaching activities at the junior-

**SO 009 324**

focus on thinking skills. Students use charts, conduct surveys, run scientific experiments, and view filmstrips. Where films are required, sources are given for obtaining the materials. Of the 47 activities, six are incomplete because copyrighted materials have been removed from the document. (AV)

**ED 127 262**

SO 009 419

Smith, Gary R. Over, George

**Images of China. An Experimental Unit.**

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—91p.; Pages 17, 57-9, and 62 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 322-325

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**

**Descriptors**—Attitudes, Bias, \*Chinese Culture, \*Class Activities, Elementary Secondary Education, \*Ethnic Stereotypes, \*Ethnic Studies, Instructional Materials, Middle Schools, Perception, Perception Tests, Social Studies Units, Tests

**Identifiers**—\*China

This unit contains 25 class activities to help middle and high school students become aware of stereotypic images they may have about China and the Chinese. The activities can form the basis of a minicourse or can be used to supplement courses in sociology, psychology, U.S. history, world history, language arts, or community studies. Section One activities examine perceptions, how they are formed and how they can be misleading, and introduce students to the concept of stereotypes. Section Two activities help students to verbalize stereotypic images they may have of the Chinese and of China, and expose them to information that challenges their stereotypes. Students list things that come to mind when they think of China, list stereotypes of the Chinese while viewing a series of contemporary greeting cards of the Chinese, and draw stick figures of the Chinese. Students then check their own images of the Chinese by examining drawings which Chinese artists have made of the Chinese, reading stories which illustrate the dominant values of the Chinese people, and looking at slides which show Chinese customs and the diversity of geography and life-styles. In Section Three students study a satirical essay which illustrates how misperceptions can become part of the context about China, look at stereotyping in a news article, examine bias in U.S. textbooks, and study the perception that their own community has of Chinese. (Author/RM)

**ED 127 466**

CE 007 661

Real, Marcia Corvi, Elizabeth

**Around the World of Food: A Curriculum Guide on Foreign Foods.**

Note—35p.; Part (four book titles) of page 27 and page 32 (suggested culminating activities) will not reproduce well due to light, broken type

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

**Descriptors**—Cooking Instruction, Cultural Traits, Curriculum Guides, \*Eating Habits, \*Food, \*Food Instruction, \*Foreign Culture, Health, Home Economics Education, Nutrition Instruction, Senior High Schools, Teaching Guides

Objectives, experiential/evaluative methods, and resources are presented in each section of this curriculum guide for a 16-week course in foreign foods. Intended for use with 11th and 12th graders, this

guide gives (in historic sequence beginning with the fertile crescent) suggestions for examining the cultural as well as the preparational aspects of food. It was developed to help broaden the student's knowledge in regard to: (1) Cultural information and influences on foods eaten, (2) new food tastes and experiences in food preparation techniques, and (3) terms, measurements and equivalents of different cultures. Brief generalizations are given about customs, food production, nutrition, and food preparation, (which are identified as factors that affect what people eat). (SH)

**ED 128 263** SO 009 378

Miller, Barbara Johnson, Jacquelyn

**A Comparative View of the Roles of Women. Experimental Unit, Revised Edition.**

Denver Univ., Colo. Center for Teaching International Relations.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—June 76

Note—110p.; Pages 30-31, 39, and 43 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 379-385

**EDRS Price MF-S0.83 HC-S6.01 Plus Postage.**

Descriptors—Class Activities, Comparative Analysis, \*Cross Cultural Studies, Equal Education, Equal Opportunities (Jobs), Experimental Programs, \*Family Planning, \*Females, Global Approach, Instructional Materials, Learning Activities, Opportunities, Population Education, Secondary Education, \*Sex Role, Sex Stereotypes, \*Social Influences, Social Studies Units, Teaching Methods, Working Women

This unit explores the roles of women today and the possible effects of social, political, and economic equality for women on students' personal lives, the nation, and the world. Thirteen activities are designed to help secondary students develop an understanding of the status of women in U.S. society and how toys and books promote sex stereotyping for children, and how advertising and merchandising techniques promote images of the housewife versus the working man. Students are encouraged to ask grandparents about their life-styles, compared with current styles. Readings and statistical charts show how women's legal rights and literacy vary among countries. Nine additional activities focus on women as significant factors in the world population. Activities include readings which illustrate the childbearing attitudes of women as the result of social pressures. For instance, career opportunities in the United States encourage women to have few children, but in developing countries large families are regarded as economic assets. In view of differing social roles of women in various countries, students assess their opinions about population control. (AV)

**ED 128 264** SO 009 379

Smith, Gary R.

**A Comparative View of Aging. An Experimental Unit, Second Edition, Revised.**

Denver Univ., Colo. Center for Teaching International Relations.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—75

Note—96p.; Page 82 of the original document is copyrighted and therefore not available. It is not included in the pagination; For related documents, see SO 009 378-385

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**

Descriptors—\*Attitudes, Changing Attitudes, Class Activities, Comparative Analysis, \*Cross Cultural Studies, Cultural Differences, Experimental Programs, Global Approach, Instructional Materials, \*Learning Activities, \*Older Adults, Retirement, Secondary Education, Senior Citizens, Social Stu-

dies Units, Stereotypes, Teaching Methods

Showing a variety of learned behavior about aging, activities in this unit are designed to help high-school students become aware that their views (preconceptions) on aging are not universally held. Objectives of the unit include achievement of global perspective on aging and its problems, understanding of the effects of population growth and economic development on behavior toward old people, and ability to suggest alternative futures for the elderly. A survey of students' opinions about old people is given at the beginning and end of the unit in order to determine if attitude change has occurred during the learning activities. Students are encouraged to go into the community to talk with elderly citizens, study the types of merchandise available to various age groups, and survey attitudes toward growing old in our society. Stereotypes of old people are identified in cartoons and greeting cards. Advertising is shown which instills values to stay young. Readings about other cultures point out differences in dealing with old people. For example, an African tribe abandons its elderly, whereas the Israeli kibbutz provides material security and group involvement. (AV)

**ED 128 265** SO 009 380

Otera, George G.

**The Arabs: Perception/Misperception. A Comparative View, Experimental Version.**

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Note—78p.; Pages 65-67 and 69 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 378-385

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**

Descriptors—\*Arabs, Changing Attitudes, Class Activities, \*Comparative Analysis, Data Collection, \*Ethnic Stereotypes, Experimental Programs, Global Approach, Instructional Materials, \*Learning Activities, Map Skills, Middle Eastern Studies, \*Resources, Secondary Education, \*Skill Development, Social Studies, Social Studies Units, Stereotypes

In this unit, high-school students identify and evaluate their own images of the Arabs and begin to develop more accurate perceptions of the Arabs through data analysis. Activities emphasize social studies skills, such as mapmaking and reading, use of time lines and the concept of chronology, and data collection and analysis. Students compare their preconceptions—based on stereotypes—with facts learned from newspaper articles, journal reports, other readings, and, when possible, conversations with Arabs. A comparison of United States and Arab population distribution by geographic area and a study of crop production are used to demonstrate the variety of life-styles possible within one nation. A scavenger hunt allows students to explore possible sources of information about Arabs, analyze points of view expressed, and determine accuracy of the information collected. Most of the 16 activities could be adapted to the study of other national or ethnic groups by simple changes in the data. An appendix contains a bibliography; lists of embassies and missions, major newspapers of the Arab world, Arab information offices, major oil companies, organizations, publications, and audiovisual materials; and data sheets. (AV)

**ED 128 266** SO 009 381

Smith, Gary R.

**A Comparative View of Communications. An Experimental Unit, Second Edition, Revised.**

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date—75

Note—84p.; Pages 6 and 71-76 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 378-385

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**

Descriptors—Class Activities, \*Communication (Thought Transfer), Communication Problems, Comparative Analysis, \*Cross Cultural Studies, Cultural Factors, \*Experimental Programs, Global Approach, \*Instructional Materials, \*Learning Activities, Nonverbal Communication, Role Perception, Role Playing, Secondary Education, Social Studies Units, Verbal Communication

This instructional unit offers high-school students experiences in learning about how human beings communicate and fail to communicate. It is based on the assumption that personal and cultural differences create differing "perceptual sets." Seventeen learning activities are grouped into four units: (1) Communication Processes and "Meaning-Making," (2) Human Language and the Power of Words, (3) Communications across Cultures—Checking out Our Assumptions, and (4) Communication and Conflict. In the first unit, students learn the basic elements of communication systems, the importance of nonverbal cues, and the role of all five senses in perceiving the environment. In the second unit, selected readings illustrate the emotional responses evoked by words and their associations. A fast is conducted to show the varying responses created by words and symbols of food. Activities in the third unit emphasize linguistic patterns and cultural differences through role-playing and readings. Unit four stresses the effect of implication and the differences between explicit and tacit communication. Some activities are incomplete because copyrighted material has been removed. (AV)

**ED 128 267** SO 009 382

McCracken, Jarrell Smith, Gary R., Ed.

**A Comparative View of Modernization. An Experimental Unit, Second Edition, Revised.**

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—June 76

Note—41p.; For related documents, see SO 009 378-385

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

Descriptors—African Culture, Asian Studies, Class Activities, \*Comparative Analysis, Course Objectives, \*Cross Cultural Studies, \*Developing Nations, Economic Development, Global Approach, Instructional Materials, Latin American Culture, Secondary Education, \*Social Studies Units, Sociocultural Patterns, Teaching Methods, Technological Advancement, Values

Identifiers—\*Modernization

This experimental unit on modernization will involve secondary students in researching and developing a 50-nation data bank from which they are asked to make cross-cultural comparisons and analyses. Students infer some of the consequences of economic development on social and political life in a modernizing society, apply the concept of modernization to countries undergoing the modernizing process, and analyze the relationships between various factors in the modernizing process. There are six activities. In activity one students infer from a series of pictures and quotations some of the dimensions of the term "modern." Activity two contains a step-by-step guide for the construction of a 50-nation data bank. Students work with punch cards and data sheets to organize and manipulate a variety of statistical data. Students learn to use the data bank in activity three by completing exercise questions. In activity four students develop lists of criteria from which to assess the degree of modernization of 20 nations in the data bank. In activity five students

generate their own hypotheses about the modernization process and the nations in the data bank and test their hypotheses by verification with the data. The unit ends with activity six in which students are shown a series of 46 slides and are asked to rate them on a scale from least modern to most modern. (Author/RM)

**ED 128 268** SO 009 383

Otero, George G.

**Police: An Experimental Unit.**

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Note—56p; Pages 27-29 and 32-33 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 378-385

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Class Activities, "Comparative Analysis," Cross Cultural Studies, Curriculum, Experimental Programs, Global Approach, Instructional Materials, Law Enforcement, "Learning Activities," Police, Role Playing, Secondary Education, Social Studies Units, Teaching Methods

This unit examines four topic areas related to police: rules and enforcement, police discretion, variety of police tasks, and police differences among societies as products of certain social pressures.

High-school students learn about the police as an institution that responds to social and historical pressures. Students study police systems in several countries. Recognizing that these institutions vary, they begin looking at the police in terms of what a police system can be in the future. Teaching methods involving role-play, newspaper articles, and an inquiry process are employed. Thirteen learning activities are described. First, an examination of classroom rules followed by staged infractions provides insight into the relationships among rules, laws, enforcement, and discretion in enforcement. Students then experience the policeman's role directly through classroom role-play with comments from an invited officer. Comparisons of police in the United States with those of other countries include a study of British unarmed police and a discussion of the implications of Chinese marriage laws. Understanding of the structure of police forces is developed through comparisons of national and local forces in various countries and through study of a chart showing the relationship of U.S. police forces to the entire U.S. criminal justice system. (AV)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Career Awareness, "Career Exploration, Class Activities, Decision Making, "Employment, Experimental Programs, Group Activities, Individual Activities, "Learning Activities, "Leisure Time, "Productive Thinking, Recreational Activities, Secondary Education, Social Studies Units, Student Attitudes, Student Projects, "Work Attitudes

Sixteen activities on issues and topics related to work, time, and leisure are presented. High-school students choose specific activities which they will work on during a period of several days. Most activities take the students out of the classroom and involve a study of family and community components of work and leisure. Some are individual activities, some require partners or small groups, and all are performed without continual supervision by the teacher. Activities which help students develop an understanding of a variety of ways in which time can be spent include brainstorming, doing something new with an unfamiliar person, and choosing occupations that would be useful in specific situations. The cost of leisure activity and entertainment is estimated by researching prices at local public places. Comparisons of students' family vacation habits and distribution of chores at home provide insight into differing attitudes toward work and the roles of men and women. A chart of occupational statistics illustrates sex-role distinctions, and interviews with professionals clarify the nature of specific jobs. (AV)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—African History, Bibliographies, "Black Studies, Cultural Background, Cultural Education, "Curriculum Development, Folk Culture, Instructional Aids, "Interdisciplinary Approach, "Literary Genres, Literature Reviews, Secondary Education, Social Studies, "Speech Communication, Teaching Methods

Identifiers—"Oral Literature

The need to incorporate African oral literature into secondary-school black-studies curricula is expressed, and specific practical approaches are out-

lined. It is hoped that stereotypes about the primitiveness and simplicity of African cultures can be counteracted by the study of the complexity and variety within their oral traditions. The important roles of the oral tradition are socialization and transmission of values. Inclusion of the study of oral traditions will expand the scope of black studies into other subject areas—art, literature, music, drama, and speech—thereby facilitating greater student involvement in black culture. Also, students will see different kinds of relationships between various countries of the Americas, their black populations, and Africa. Extensive descriptions are given of the five general types of African oral literature: prose; poetry; drama; drum; and contemporary forms, such as popular songs and films. For each general type, the author suggests books appropriate for secondary-school curriculum and he stresses the importance of hearing the literature, not just reading it. (Author/AV)

**ED 128 270** SO 009 385

Otero, George G.

**Work and Leisure: A Comparative View. An Experimental Unit.**

Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Note—60p; Pages 37 and 38 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 009 378-384

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Career Awareness, "Career Exploration, Class Activities, Decision Making, "Employment, Experimental Programs, Group Activities, Individual Activities, "Learning Activities, "Leisure Time, "Productive Thinking, Recreational Activities, Secondary Education, Social Studies Units, Student Attitudes, Student Projects, "Work Attitudes

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**ED 129 666** SO 009 438

Holmman, Antonius

**Some Remarks on the Theory of Political Education. German Studies Notes.**

Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date—76

Note—49p; Paper presented at a Conference on Political Education in the Federal Republic of Germany and the United States (Indiana University, Bloomington, September 15-19, 1975); Translated by W. and J. Winter

Available from—Institute of German Studies, Ballantine Hall 665, Indiana University, Bloomington, Indiana 47401 (\$1.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—"Comparative Education, Conceptual Schemes, Developmental Psychology, Educational Improvement, Educational Objectives, "Educational Philosophy, "Educational Theories, Elementary Secondary Education, Environmental Influences, Foreign Countries, "Learning Characteristics, Learning Processes, Learning Theories, Political Issues, "Political Science, Social Influences, Theoretical Criticism

Identifiers—"West Germany

This theoretical discussion explores pedagogical assumptions of political education in West Germany. Three major methodological orientations are discussed: the normative-ontological, empirical-analytical, and dialectical-historical. The author recounts the aims, methods, and basic presuppositions of each of these approaches. Topics discussed include what is and what is not learned in schools, how teachers might talk about political education, how to formulate political and educational ideas theoretically and how to conceptualize them, to what degree theoretical positions can be called political, how theories are discussed in political didactics, and literature on the discussion of political didactics within West Germany. Views of socialist Herbert Marcuse and liberal Karl Popper are compared in an attempt to show politics as the concrete expression of theories extracted from the humanities and the sciences. Remarks on the paper by Cleo Chernyholmes at Michigan State University and Klaus Horney at Pädagogische Hochschule, Reutlingen, West Germany, are included. German bibliographic sources are cited in the document. (Author/DB)

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Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date—76  
Note—35p.; Paper presented at a Conference on Political Education in the Federal Republic of Germany and the United States (Indiana University, Bloomington, September 15-19, 1975); Translated by J. L. Bates

Available from—Institute of German Studies, Ballantine Hall 665, Indiana University, Bloomington, Indiana 47401 (\$1.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Education, Citizen Participation, Civics, \*Comparative Education, Course Descriptions, \*Curriculum Design, Curriculum Development, Educational Objectives, Elections, Foreign Countries, Instructional Materials, Multimedia Instruction, Participant Involvement, Political Affiliation, \*Political Issues, \*Political Science, \*Program Descriptions, Secondary Education, Social Sciences, Social Studies

Identifiers—West Germany  
A curriculum project on political party democracy in West Germany is described. Intended mainly for use in grades 9-10, the curriculum was developed by German social scientists, educators, and students from 1971 to 1973. The curriculum report is presented in two sections. Section I describes the learning package, tells who it is designed for, relates how the problems of party democracy were structured as learning material, and gives examples of how learning objectives and multimedia methods are interrelated. Section II specifies the four motives for the curriculum: party democracy as learning material, the curriculum as a multimedia-based course, the development of an objective-oriented teaching approach, and the party democracy teaching unit as an open curriculum. The first five chapters deal with the topic of election campaigns, and the last seven chapters focus on the political influence of the citizen over that of political parties in various situations including activities between elections, party platform establishment, and inter party functioning. Specific learning sequences are described. For example, the chapter titled "Election Campaign: A Publicity Spread" provokes the student into looking more closely at the publicity stunts of an election campaign by testing seven campaign-related statements. (Author/DB)

**ED 129 675** SO 009 449  
**Global Studies Conference (Groton School, Groton, Massachusetts, June 11-13, 1976).**

Global Development Studies Inst., Madison, N.J.  
Pub Date—76  
Note—19p.; For a related document, see ED 113 267

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Case Studies, Conference Reports, \*Curriculum Development, Development, Educational Objectives, Energy, Energy Conservation, Food, \*Global Approach, Instructional Materials, \*Interdisciplinary Approach, International Education, Natural Resources, Natural Sciences, Secondary Education, Social Sciences, \*World Affairs, \*World Problems

This workshop provided a meeting place for 35 secondary-school educators and resource leaders to share concerns, ideas, methodologies, and content in the teaching of global studies. The purpose was to bring together teachers from the social science and natural science departments to develop plans to integrate their respective departments for the teaching of global issues. Six goals for global studies were identified along with recommendations and suggestions for further action. The case study method was recommended as being particularly useful when focusing on topics such as food and energy. These four areas of common concern were recognized: skills and content, methodology, resources and materials, and obstacles to the planning and introduction of a new course. The document concludes

with a list of conference papers, conference participants, and resource persons. The conference agenda is also included. (Author/DB)

**ED 129 770** SP 010 485  
**Priorities and Perspectives in Education. Proceedings of the 1975 Cogito Conference (Toronto) Ontario, October 23-24, 1975).**  
Cogito Corp. Ltd., Montreal (Quebec).  
Pub Date—75  
Note—126p.

Available from—Cogito Corp. Ltd., 4364 St. Denis Street, Suite 400, Montreal, Quebec H2J2L2 (\$1.00)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**  
Descriptors—Affective Objectives, Community Resources, \*Conference Reports, Curriculum Development, Educational Administration, Educational Alternatives, Educational Needs, \*Educational Policy, Ethical Instruction, Foreign Countries, Individualized Instruction, Moral Values, Scheduling, \*Secondary Education, Staff Improvement, Student Responsibility, \*Workshops

Identifiers—\*Canada, Values Education  
The Cogito Conference Report is a record of speeches and practical workshops by 35 quest speakers on 18 current concerns in secondary school education. General session topics were: Priorities in education; and hard schools vs. soft schools or the false liberal consciousness. The workshops discussed topics such as: student responsibility and individualization; the community as an educational resource; educational administration; HS1 studies; managing with people; alienation; community use of educational facilities; values education; the feeling side of teaching; computer generated scheduling; politics and education; Canadian studies; and French schools in Ontario. The in-depth sessions covered staff development and curriculum development, while the final forum sessions outlined alternate forms of education. (JMF)

**ED 130 520** FL 008 093  
**Career Awareness and Foreign Languages: An Addition to the Junior High School Curriculum in French and Spanish.**

American Council on the Teaching of Foreign Languages, New York, N.Y. Unidionale Public Free School District 2, N.Y.  
Pub Date—74  
Note—91p.

Available from—The ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
Descriptors—\*Career Awareness, Career Education, Career Exploration, Career Opportunities, Communications, Course Descriptions, Curriculum Development, \*Curriculum Guides, \*French, Junior High Schools, \*Language Instruction, Marketing, Modern Language Curriculum, Secondary Education, \*Second Language Learning, Second Languages, Service Occupations, \*Spanish, Teaching Guides

The general goal of this guide is to add a new dimension to the junior high school curriculum in French and Spanish. It is planned as a guide for the implementation of lessons to make students aware that knowledge of a foreign language plays an increasingly important role in many occupations. Three programs were developed around three clusters of careers - communications, services and marketing. The purpose of each program is to present the varying degrees of foreign language knowledge needed in each job, and to provide students with first-hand experience in observing people at work. Each objective is presented as follows: curriculum concept, objective, activities, evaluation and resources. A test on the exploration of career opportunities was devised to be administered before program one and after program three to evaluate the curriculum's effectiveness. Detailed program activities, presentation methods, materials and job opportunities lists are included. Suggestions for field trips,

notes on a background information packet, and a bibliography are appended. (CHK)

**ED 130 962** SO 009 545  
**Overly, Norman V., Ed. *Kimpton, Richard D., Ed. Global Studies: Problems and Promises for Elementary Teachers.***  
Association for Supervision and Curriculum Development, Washington, D.C.  
Pub Date—76  
Note—82p.

Available from—Association for Supervision and Curriculum Development, 1701 K Street NW, Suite 1100, Washington, D.C. 20006 (order stock no. 611-760-86, \$4.50 paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Classroom Materials, Cultural Awareness, Curriculum Design, \*Curriculum Development, Educational Improvement, Educational Objectives, Elementary Education, \*Elementary School Curriculum, Environmental Education, \*Global Approach, Instructional Materials, International Education, Natural Resources, Population Education, \*Resource Materials, Social Studies, Teacher Education, World Affairs, \*World Problems

This publication identifies rationale, content, and materials for teaching about world problems in the elementary school. Intended predominantly for use by classroom teachers and supervisors, the publication is also a useful resource for teacher training. It contains four chapters. Chapter I, A Perspective on Global Studies, reviews the historical precedent of global education, focuses on the individual in world affairs, and explains why global studies belongs in the elementary curriculum. Chapter II, An Approach to Global Studies: Balancing Problems and Promises, suggests organizing themes for teaching international affairs with an integrated approach. In this section selected problems such as food crisis and hunger, war and conflict, and pollution are described. Chapter III, Who's in Charge—How to Proceed, explains how to develop and implement a global studies curriculum and how to assess curriculum materials. Chapter IV, Resources for Teachers, suggests background materials on population, resource shortages, food crises, environmental pollution, war, conflict and nuclear proliferation, income disparity and poverty, urbanization and urban deterioration. Of the background resources listed, 49 are briefly annotated and 35 are indexed but not annotated. A list of films and a directory of project supporters are included in the document. (Author/DB)

**ED 131 435** CS 003 035

**Binkley, Janet R.**  
**Organizing an Oral Reading Contest—A West German Example.**

Pub Date—[76]  
Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Elementary Secondary Education, Guidelines, \*Interpretive Reading, \*National Programs, Oral Reading, \*Public Speaking, \*Speaking Activities, Speech Communication, Speech Skills

Identifiers—West Germany  
The national contest in oral reading held each year in West Germany provides guidelines for similar contests in other countries. On a point-count system reminiscent of that used internationally for sports events, participants are rated on their oral presentation, the difficulty of the chosen work, and their comprehension of the text. Adaptation of the point system permits evaluation of oral readers performing in their second language. For successful local use of oral reading contests, the author recommends making participation voluntary, engaging nonparticipants as members of coaching teams, and attracting community interest to increase the affective rewards to the young readers.

(Author)

ED 131 927 PS 008 945

Raban, Bridle And Others

Observing Children Learning to Read.

Bristol Univ. (England). School of Education.

Spons Agency—Social Science Research Council, London (England).

Pub Date—Sep 76

Contract—HR-3797/1

Note—22p. Paper presented at the Annual Conference of the British Educational Research Association (London, England, September 1976); Not available in hard copy due to marginal reproducibility of original.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—"Classroom Observation Techniques," "Elementary Education, Elementary School Students, Foreign Countries, Literature Reviews, Oral Reading, Reading Achievement," "Reading Development," "Reading Instruction," "Reading Research, Student Teacher Relationship, Teaching Styles"

Identifiers—"England (Bristol)"

This paper reports a technique for classroom observation of children's activities considered relevant to the acquisition of reading. It is part of a larger study conducted by the University of Bristol called the "Children Learning to Read" Project, an attempt to study the learning experiences of individual children as they occur in a variety of schools. The method is to explore the interaction between oral language ability, relevant preschool experience and initial motivation with respect to reading; range and types of texts and instructional materials; and relative emphasis on timing in strategies of teachers concerned in the initial stages of reading instruction. The sample is 20 infant-school children. Observations take the form of a running record of an individual child's activities during a complete morning every month over a two-year period. The record is designed to yield an account of the different activities engaged in and the amount of time spent on each; and a detailed description of significant aspects of these activities. A coding system is developed for recording relevant information. Results are in the form of prose records and fully-coded time distribution records. Appendix is a portion of one observation to illustrate the precise form. (Author/MSS)

ED 132 039 SE 021 672

Wilson, Alison F.

The Effects of Schools in Victoria on the Science Achievement of Junior Secondary Students. IEA (Australia) Report 1975.2.

Australian Council for Educational Research, Hawthorn International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Report No.—IEA(Australia)-R-1975-2

Pub Date—75

Note—46p.

Available from—Lawrence Verry, Inc., River Road, Mystic, Connecticut 06355 (\$1.50)

Document Not Available from EDRS.

Descriptors—"Achievement," "Educational Research, Low Achievement Factors, Science Education, Science Facilities, Secondary Education," "Secondary School Science"

Identifiers—"Australia, Research Reports"

Data of a 1970 research project regarding student achievement in science of 36 Australian secondary schools were reanalyzed to examine the effects of schools on science achievement for six schools rating highest above expectation and six schools rating

science staff in these schools had less post-secondary training but more inservice training and felt a greater need for further refresher courses than did the staff in schools which achieved below expectation. (Author/SL)

ED 132 046 SE 021 723

Karpus, Robert And Others

Proportional Reasoning and Control of Variables in Seven Countries. Advancing Education Through Science-Oriented Programs, Report ID-25.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jun 75

Note—62p. Contains occasional light type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—"Cognitive Development, Cognitive Measurement, Cognitive Tests," "Educational Research," "Evaluation," "Science Education, Secondary Education, Secondary School Science," "Student Evaluation"

Identifiers—"Europe," "Piaget (Jean), Research Reports, United States"

Reported are the results of a study of the Piagetian formal thought range of 3600 students, 13 to 15 years old, in seven countries: Denmark, Sweden, Italy, United States, Austria, Germany, and Great Britain. Cognitive measurement was obtained by group administration of two tasks to assess proportional reasoning and control of variables. Overall results found 25% of the students at the formal level, 32% of the students in a transition level, 15% of the students at an additive level, and 28% of the students at an intuitive level. Scoring procedures and summary results for each country are also included. (SL)

ED 132 095 SO 009 633

Teaching African Geography from a Global Perspective. Resource Packet.

African-American Inst., New York, N.Y. School Services Div.

Pub Date—[75]

Note—10p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—"African History," "Area Studies, Developing Nations," "Economic Development, Geographic Concepts," "Geography Instruction," "Global Approach, Human Geography, Instructional Materials, Interdisciplinary Approach, Maps, Physical Geography, Political Influences, Rural Areas, Secondary Education, Social Studies, Socioeconomic Influences, Urban Areas, Water Resources"

Identifiers—"Africa"

An interdisciplinary focus on the teaching of African geography is presented in this module, arranged by three major topics. Topic I stresses the African view that water is the sustainer of life, presents a case study of the Nile River, and discusses the significance of rivers as natural boundaries that delineate political units. Topic II gives examples of the city as the symbol of modern life throughout Africa and presents information on East African coastal cities, "new" cities, colonial cities, capital cities, traditional cities, and rejuvenated cities. The challenges of urbanization and upgrading rural life are discussed. Topic III discusses economic and political independence. It presents information on how pre- and postcolonial Africa produced and dis-

ED 132 563

CS 003 130

Duff, T. S. Clark, M. L.

Listening in the Primary School: Views and Practices of Australian Teachers.

Australian Council for Educational Research, Hawthorn.

Pub Date—76

Note—208p.

Available from—Australian Council for Educational Research, P.O. Box 210 Hawthorn, Victoria, Australia 3122 (\$8.50 paper)

Document Not Available from EDRS.

Descriptors—"Educational Research, Elementary Education," "Evaluation Methods," "Listening, Listening Habits," "Listening Skills, National Surveys," "Teacher Background," "Teaching Methods"

Identifiers—"Australia"

This volume details the results of a questionnaire, submitted to 883 primary school teachers in the six Australian states, on the teaching of listening skills. Questions involved 224 variables and tapped six areas: biographical details of the respondent, training background in the teaching of listening, teaching methods and materials used, listening skills developed and the purposes of listening considered important, characteristics of good and poor listeners, and diagnostic and evaluative procedures. Generally, responses of teachers in different states were similar, but exceptions are noted with respect to supporting services and use of assessment techniques. Distinctive differences between teachers of upper and lower grades were also found in the relative amount of time devoted to training in listening and in the approaches adopted. Characteristics of the whole sample include the tendency to underestimate the importance of listening as a means of learning in the primary school, the infrequent planning of approaches to develop listening skills, and generally poor conditions for listening in many classrooms. In short, provision for the teaching of listening could be improved. (Author/KS)

ED 132 566 CS 203 086

Tway, Eileen

Books for Canadian Kids: Children's Literature and Creative Writing.

Pub Date—76

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—"Children's Literature, Composition (Literary)," "Creative Writing, Elementary Education, Literature," "Literature Appreciation, Teaching Methods"

A major task of teachers is to help all children to enjoy creative writing and to become effective in written communication. Literature may be read to inspire children to write, to help them explore their own imaginations, and to show them techniques used by other authors in characterization and dramatization. Children may share stories they write, putting them into booklets and adding them to the classroom library. (JM)

ED 132 653 EA 008 932

Soderberg, B. H.

The Design of Multi-Purpose Science Laboratories for Lower Second Level Schools in Asia. Study No. 11.

Asian Regional Inst. for School Building Research, Colombo (Sri Lanka).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—70

Note—63p. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not

Classrooms, \*School Planning, \*Science Laboratories, Secondary Education, Space Utilization

#### Identifiers—\*Asia

The small size of many schools in the Asian Region would cause separate laboratories for chemistry and biology to be underutilized. In many larger schools the curricula include "general science," with contents from biology, physics, and chemistry. This paper describes multipurpose spaces for science activities sufficient for science teaching and learning in all three fields. The study deals with the analytical phase of the design problem, relates the initial analysis to the specific laboratory design problem, and applies it to two design situations. A multiscale laboratory design for Ceylon includes a storage unit, but no fixed services are needed or provided. The transport of equipment between the storage unit and the work stations is facilitated by the use of mobile service units that can be attached to the work tables in different positions. An integrated general laboratory design for Malaysia provides fixed services installed in fixed units, but with movable oak tables. (Author/MLF)

**ED 133 179** SE 021 736

**Forschung Zum Prozess des Mathematiklernens. Reihe: Materialien und Studien, Band 2. (Research on the Process of Mathematics Learning. Series: Materials and Studies, Volume 2.)**

Bielefeld Univ. (West Germany).

Pub Date—76

Note—133p; For related documents, see SE 021 735-741; Not available in hard copy due to marginal legibility

Available from—Institut für Didaktik der Mathematik, Universität Bielefeld, Heidsiecker Heide 94, D-4800 Bielefeld 15, West Germany (no price quoted)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cognitive Development, Elementary School Mathematics, Elementary Secondary Education, Instruction, \*International Education, \*Learning, Learning Theories, \*Mathematics Education, \*Research Reviews (Publications), Secondary School Mathematics

Identifiers—Germany

The ten papers in this document were developed for a meeting prepared for the Third International Congress on Mathematical Education. Each paper is concerned with research from 1970-1975 related to the mathematical learning process. The first paper describes projects conducted in England on both content and process learning. The second paper discusses the concrete/semi-concrete/abstract movement, cognitive-affective emphases, and goal structure for learning mathematics. The third paper includes a general description of recent developments in research on individual students, teacher effects, and process-outcome studies. A fourth paper focuses on probabilistic thinking in children and adolescents. The fifth paper looks at the relation between the individual, the environment, and the school as affecting learning. The sixth paper identifies organizations and journals in the United States which are concerned with research in mathematics education. The seventh paper categorizes research on mathematics learning into five general groups: research internal to the field of mathematics education, research by academic and educational psychologists, clinical research, artificial intelligence and computer simulation, and structural learning. An eighth paper summarizes the major psychological influences on the problems of mathematics curriculum and instruction and explores the impact of information-processing theory on psychology and education. The ninth paper (written in German) covers Piagetian theory, cognitive psychology, microprocesses in mathematical learning, and motivation. The final paper discusses the setting for research in the United States and summarizes research on organization and sequencing of instruction,

teaching approaches, developmental stages, diagnosis and remediation, algorithmic learning, problem solving, use of materials, achievement evaluation, and attitudes. (DT)

**ED 133 180** SE 021 737

*Bauerfeld, H., Ed. And Others*

**Universität Bielefeld, Institut für Didaktik der Mathematik, Schriftenreihe des IDM, 3/1974. (University of Bielefeld, Institute for the Teaching of Mathematics, Series of Publications of the IDM, 1/1974.)**

Bielefeld Univ. (West Germany).

Pub Date—74

Note—159p; For related documents, see SE 021 735-741; Contains occasional light and small print. In German

Available from—Institut für Didaktik der Mathematik, Universität Bielefeld, Heidsiecker Heide 94, D-4800 Bielefeld 15, West Germany (no price quoted)

**EDRS Price MF-50.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Curriculum, Elementary Secondary Education, Higher Education, \*Institutes (Training Programs), \*Instruction, Interdisciplinary Approach, International Education, Learning Theories, Mathematical Applications, \*Mathematics Education, Teacher Education

Identifiers—Germany

This document contains papers discussing the status of aspects of mathematics education. A brief description of the establishment and operation of the Institute for the Teaching of Mathematics (IDM) is presented first. The lengthier second paper discusses the reconciliation of main aspects of mathematics teaching. The remaining five papers concern: the problem of interdisciplinary instruction, spatialization about applied mathematics, a review of Bruner's theories on cognition and curriculum theory, a report on the operation of the French educational research institute (IREM) in advanced teacher training, and comments on a publication from the Soviet author Zankov. (MS)

**ED 133 181** SE 021 738

*Bauerfeld, H., Ed. And Others*

**Universität Bielefeld, Institut für Didaktik der Mathematik, Schriftenreihe des IDM, 2/1974. (University of Bielefeld, Institute for the Teaching of Mathematics, Series of Publications of the IDM, 2/1974.)**

Bielefeld Univ. (West Germany).

Pub Date—74

Note—232p; For related documents, see SE 021 735-741; Not available in hard copy due to marginal legibility of original document; In German Available from—Institut für Didaktik der Mathematik, Universität Bielefeld, Heidsiecker Heide 94, D-4800 Bielefeld 15, West Germany (no price quoted)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Curriculum, \*Elementary School Mathematics, Elementary Secondary Education, \*Instruction, International Education, \*Mathematics Education, School Organization, \*Secondary School Mathematics

This document contains papers prepared for two meetings involving the French educational research in mathematics institute (IREM) and the German institute (IDM) at the University of Bielefeld. The 14 papers concern: (1) the organization of the school systems in the Federal Republic of Germany and in France; (2) mathematics curricula in German secondary schools; (3) a report on research work; (4) the development of mathematics teaching teams; (5) observations of instruction and analysis of teaching mathematics; (6) possible criteria for criticism of the instructional process; (7) the number system in elementary instruction; (8) improving methods for calculating with the natural numbers; (9) three examples supporting a criticism of mathematics instruction; (10) variables, functions, and

graphs for 7- to 8-year-old students; (11) coordinating mathematics and French at some levels in French secondary schools; (12) some considerations on relating the structure of mathematics and instruction; (13) concrete examples that show how to challenge pedagogical weaknesses of conscientious teachers; and (14) teaching for continuity and variety in the school. (MS)

**ED 133 182** SE 021 739

*Bauerfeld, H., Ed. And Others*

**Universität Bielefeld, Institut für Didaktik der Mathematik, Schriftenreihe des IDM, 3/1974. (University of Bielefeld, Institute for the Teaching of Mathematics, Series of Publications of the IDM, 3/1974.)**

Bielefeld Univ. (West Germany).

Pub Date—74

Note—318p; For related documents, see SE 021 735-741; Contains occasional light type

Available from—Institut für Didaktik der Mathematik, Universität Bielefeld, Heidsiecker Heide 94, D-4800 Bielefeld 15, West Germany (no price quoted)

**EDRS Price MF-50.83 HC-\$16.73 Plus Postage.**

Descriptors—\*Curriculum, Elementary School Mathematics, Elementary Secondary Education, \*Geometry, \*Instruction, International Education, Mathematics Education, \*Secondary School Mathematics

This document contains 13 papers presented at a conference concerned with the role of geometry in present day mathematics teaching. Of the six papers written in English, one looks at the Euclidean tradition in teaching mathematics, the algebraization of geometry, and transformation geometry, and concludes with a discussion of twelve topics which would be covered in a comprehensive organization of the teaching of geometry. A second paper discusses visualizing in mathematics, while a third reports on a combined algebra-geometry curriculum for Japanese secondary schools. A fourth looks at the solution of problems by geometrical methods, giving 14 examples of problems, and a fifth paper discusses the solution of polynomial equations. A sixth paper advocates that topics from topology, probability, and operations research be included in geometry. Among the seven papers written in German, one discusses recent trends in teaching geometry, a second is concerned with the role of intuition, a third looks at the place of descriptive geometry, and a fourth considers geometry at the primary school level. A fifth paper exhibits a variety of approaches to geometrical thinking through organized sets of problems, a sixth is concerned with a progressive pedagogy of mathematics, and a seventh paper reports on a problem oriented approach to geometry starting from combinatorial geometry. A final paper (also written in German) reports on the discussions in the working groups at the conference. (DT)

**ED 133 183** SE 021 740

*Bauerfeld, H., Ed. And Others*

**Universität Bielefeld, Institut für Didaktik der Mathematik, Schriftenreihe des IDM, 4/1975. (University of Bielefeld, Institute for the Teaching of Mathematics, Series of Publications of the IDM, 4/1975.)**

Bielefeld Univ. (West Germany).

Pub Date—75

Note—192p; For related documents, see SE 021 735-741; Contains occasional small and light type Available from—Institut für Didaktik der Mathematik, Universität Bielefeld, Heidsiecker Heide 94, D-4800 Bielefeld 15, West Germany (no price quoted)

**EDRS Price MF-50.83 HC-\$10.03 Plus Postage.** Descriptors—Affective Objectives, \*Attitudes, Cognitive Ability, Elementary School Mathematics, Elementary Secondary Education, \*Individual Differences, Instruction, International Education, \*Mathematics Education, \*Research Reviews (Publications), Secondary School Math-



ematis, \*Student Characteristics

This document contains seven papers (two written in English, the rest in German) on cognitive and non-cognitive variables in mathematics education. Abstracts of all seven articles are provided both in English and in German. The two English-written papers discuss individual differences that might influence the effectiveness of instruction in mathematics and research on some key non-cognitive variables in mathematics education. The remaining five papers cover the following topics: Individualization in mathematics instruction in grades 5 and 6—outline for the DIMO Project in the Federal Republic of Germany; dispositional variables for mathematics education; self-concept and self-esteem; cognitive styles and mathematics education; and mathematical abilities. (DT)

ED 133 184 SE 021 741

Baersfeld, H. Ed. And Others  
Universität Bielefeld, Institut für Didaktik der Mathematik, Schriftenreihe des IDM, 6/1975. (University of Bielefeld, Institute for the Teaching of Mathematics, Series of Publications of the IDM, 6/1975.)  
Bielefeld Univ. (West Germany).  
Pub Date—75

Note—457p.; For related documents, see SE 021 735-740; Contains occasional light and broken type.

Available from—Institut für Didaktik der Mathematik, Universität Bielefeld, Heidsieker Heide 94, D-4800 Bielefeld 15, West Germany (no price quoted)

EDRS Price MF-S0.83 HC-\$24.77 Plus Postage.  
Descriptors—Curriculum, Curriculum Development, Elementary School Mathematics, Higher Education, International Education, \*Mathematics Education, \*Mathematics Teachers, \*Preservice Education, Secondary School Mathematics, \*Teacher Education

This document contains 15 papers concerned with mathematics teachers and teacher education. The introductory paper (in German) discusses trends and problems in mathematics teacher education in the curriculum reform. It is followed by 14 brief responses from various participants in the conference on the topic; these are concerned with institutional questions, curricular content problems, innovations, and the theory-practice problem. The eight papers in English are titled: Reforms of the school system in Sweden and new demands on teacher education; Is the teacher of mathematics a mathematician or not?; Mathematics learning and learning mathematics; Teacher involvement in curriculum development; Educational research and Educational policy; Connecting theory and practice; The Mathematics Methods Program, an elementary teacher preparation program in mathematics; And an example of integrated education: Towards a mathematical-didactical attitude. The six papers in German concern: the organization of the program for mathematics teachers in France; the teacher education curriculum in France; the program of the IREM in Bordeaux, France; the role of the teacher in the reform process; and theory-practice problems in teacher education. (DT)

ED 133 238 SO 009 548

Morris, Donald  
Interdependence—Spirit of 1976: A Special Bicentennial Edition of "Teaching about Interdependence in a Peaceful World."

United Nations Children's Fund, New York, N.Y. United States Committee.  
Pub Date—76

Note—9p.

EDRS Price MF-S0.83 HC-\$1.67 Plus Postage.

Descriptors—\*American History, Civil Liberties, \*Concept Teaching, Elementary Education, \*Global Approach, History Instruction, \*Human Relations, Learning Activities, Peace, \*Resource Materials, Social Problems, Social Studies, Teaching Methods

ing Methods

Identifiers—\*Bicentennial

Methods and resource materials are suggested for teaching elementary level students about the concept of interdependence in terms of the Bicentennial. The rationale lies with a belief in human interrelatedness and the universality of human rights for which the signers of the Declaration of Independence struggled. Students are encouraged to explore American history and find events and individuals that worked to unite Americans and foster peace among ethnic groups, races, religions, and the government and American Indians. For example, Benjamin Franklin is cited as a significant contributor to cooperation between the colonies. To celebrate the festival of the Bicentennial, activities are suggested which involve students in making collections of poetry and essays about their reactions to life today and in making colonial costumes. Awareness of new horizons can be deepened by discussing basic human needs, writing poetry relating the past to the future, and studying critical global issues such as energy, population, and mass transportation. A bibliography of 14 books and journals provides resource materials for all activities described in the kit. (AV)

ED 133 244 SO 009 626

The Initiation Experience: Recognition of Adulthood [And] When Does a Child Become a Man/Woman? Mini-Module.

African-American Init., New York, N.Y. School Services Div.  
Pub Date—[76]

Note—7p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York, 10017 (\$0.50, 4 for \$1.50)

EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adolescence, \*African Culture, Area Studies, Autobiographies, Black Studies, Case Studies, Childhood, \*Cultural Awareness, Cultural Education, Discussion (Teaching Technique), Elementary Secondary Education, Folk Culture, Instructional Materials, \*Learning Modules, Social Behavior, Socialization, \*Social Maturity, Social Studies, Sociocultural Patterns  
Identifiers—Guinea

An initiation ceremony which marks the passage from adolescence to adulthood in an African village is the topic of this learning module for elementary and secondary students. A reading is adapted from the autobiography of a Guinean youth who participated in the initiation experience with other boys in his village at the age of 12 years. A lesson plan, arranged in a question-answer format, directs the students to investigate the psychological impact of the initiation ceremony, the attitude of missionaries and colonial authorities in Africa toward such ceremonies, the essential elements common to all initiation rites, and the existence of similar initiation ceremonies in Western society. Detailed answers to all questions are provided. Students also discuss recognition of the signal of when a man or woman attains adulthood. For example, initiation from childhood to adulthood is accomplished in some cultures by reaching a certain age, participating in a religious ceremony, graduating from high school, moving away from home, and supporting oneself financially. Three enrichment activities dealing with American and African adolescence and African initiation ceremonies are suggested. Five books on African children, religions, and philosophies are listed. (Author/DB)

ED 133 707 CS 003 143

Postlethwaite, T. Neville  
A Selection from the Overall Findings of the I.E.A. Study in Science, Reading Comprehension, Literature, French as a Foreign Language, English as a Foreign Language and Civic Education. IIEP Occasional Papers No. 30.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Institute for Educational Planning.

Pub Date—76  
Note—46p.

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris, France (4.00 francs)

EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Achievement, Civics, Comparative Analysis, \*Comparative Education, \*Cross Cultural Studies, Developing Nations, \*Educational Research, Elementary Secondary Education, English (Second Language), French, Literature, \*Performance Factors, Reading Achievement, Science Education  
Identifiers—IEA, \*International Assn Evaluation Educ Achievement

The International Association for the Evaluation of Educational Achievement (IEA) conducted a six-subject survey to examine achievement in 23 nations with 15 different languages of instruction. The technique used was cross-sectional, with sampling at three different educational levels. In addition to achievement testing in science, reading comprehension, literature, French, English, and civic education, extensive information on input and process variables was collected from students and school personnel. This report discusses selected findings from the analyses of between-country differences in achievement as well as from within-country analyses of the relationships between school outcomes and the input and process variables. (AA)

ED 133 034 FL 008 352

Buu Tri And Others  
Han Hanh Duoc Gap (Happy To Meet You). Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—76  
Note—20p.

EDRS Price MF-S0.83 HC-\$1.67 Plus Postage.

Descriptors—Asian History, Cultural Background, \*Cultural Traits, Geography, \*Indochinese, Non Western Civilization, \*Paraphernalia, Philosophy, \*Refugees, School Systems, \*Sociocultural Patterns, \*Vietnamese

This handbook, designed as an introduction to Vietnamese society and culture, presents a highly simplified picture of Vietnamese life covering the following areas: (1) Vietnamese geography; (2) historical facts about the Vietnamese; (3) some aspects of Vietnamese culture, including (a) the philosophical background of the Vietnamese mentality (Confucianism, Taoism, Buddhism, and Christianity), (b) language, (c) customs and habits (names, clothing, eating and drinking, recreation); and (4) education in South Vietnam, including (a) the educational system, (b) teaching, (c) the Vietnamese student, and (d) the refugee student. (CLK)

ED 134 531 SO 009 793

King, David C. Ed. Long, Cathryn J. Ed.  
Patterns for Teaching Conflict; Part C, 7-9 [And] Part D, 10-12. Global Perspectives: A Humanistic Influence on the Curriculum.

Center for Global Perspectives, New York, N.Y. Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—Hazen Foundation, New Haven, Conn.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—76  
Note—48p.; For related documents, see SO 009 794-996

EDRS Price MF-S0.83 HC-\$2.06 Plus Postage.

Descriptors—Class Activities, \*Concept Teaching, \*Conflict, \*Curriculum Development, Global Approach, Junior High Schools, Learning Activities, \*Lesson Plans, Political Issues, Role Playing, Secondary Education, Simulation, \*Social Studies,

**\*Teaching Techniques, United States History**

Ten lessons provide techniques for teaching about conflict in grades 7 through 12. These lessons, developed to accompany the teaching guidelines outlined in SO 009 796, illustrate how the guidelines might be used in secondary level courses such as social studies, history, and literature. Five sample lessons are described for each of two grade levels: grades 7-9 and grades 10-12. Almost all lessons involve role play. Many are based on readings from primary sources, such as Lincoln's Emancipation Proclamation. For example, junior high students gain an understanding of conflict in American history by analyzing Lincoln's freeing of the slaves and his concern for the unity of the nation. Contemporary issues of conflict include dam construction in the Grand Canyon. Activities for senior high students also cover a range of historical and modern issues, as well as one based in a foreign culture. Pros and cons of abolition and women's suffrage illustrate conflict in the 1800s, and expensive upkeep of sacred cows in India represents conflict between religious belief and economic resources. Two sections show teachers how to create their own lessons by expanding terms of conflict in any textbook and by using newspaper accounts. (AV)

**ED 134 532** SO 009 794

King, David C., Ed. Long, Cathryn J.

**Patterns for Teaching Conflict; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum.**

Center for Global Perspectives, New York, N.Y. Denver Univ., Colo. Center for Teaching International Relations.

Spons. Agency—Hazen Foundation, New Haven, Conn.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—76

Note—39p.; For related documents, see SO 009 793-796

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—Class Activities, \*Concept Teaching, \*Conflict, \*Curriculum Development, Elementary Education, Global Approach, \*Learning Activities, \*Lesson Plans, Role Playing, Simulation, \*Social Studies, Teaching Techniques

Ten lessons provide techniques for teaching about conflict in grades kindergarten through six. These lessons, developed to accompany the teaching guidelines outlined in SO 009 795, illustrate how the guidelines might be used in any elementary social studies classroom. Five sample lessons are described for each of two levels: grades K-3 and grades 4-6. The primary grade activities involve puppet play, taking a walk through local areas to identify signs which give rules and thereby prevent conflict, planning a park where both children and senior citizens can enjoy themselves, observing plant growth in a terrarium, and studying the social structure of an ant colony. Questions for discussion emphasize the need for cooperation and compromise. Three of the lessons for grades 4-6 involve role playing. Students read about the Tucson barrio and about roles of Mexican residents protesting freeway development. In another simulation, groups of students role play contractors and builders who want to put roads through controversial sites. A simulation of western land use involves students in expressing conflicting interests of Indians, miners, farmers, and cattle ranchers. Pupils study pictures taken from texts or newspapers to identify methods and expressions of conflict on local and global levels. (AV)

**ED 134 533** SO 009 795

King, David C.

**Suggestions for Curriculum Development on Conflict; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number Two in a Series of K-12 Guides.**

Center for Global Perspectives, New York, N.Y. Denver Univ., Colo. Center for Teaching International Relations.

Spons. Agency—Hazen Foundation, New Haven, Conn.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—76

Note—44p.; For related documents, see SO 009 793-796

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—Concept Formation, \*Concept Teaching, \*Conflict, Cultural Awareness, \*Curriculum Development, Elementary Education, Environmental Influences, Global Approach, History, Humanistic Education, Objectives, Relevance (Education), Social Behavior, \*Social Studies, Teaching Guides, \*Teaching Techniques Ideas are outlined for teaching about the universal concept of conflict in grades kindergarten through six. This guide has been prepared to help elementary teachers incorporate concept learning about conflict into any social studies/social science class, no matter what texts or programs are being followed. Major objectives are to help students develop an understanding of conflict as a natural force; ability to see similarities in dynamics of conflict at all social levels—personal, community, and global; and acceptance of the idea that conflict can be either harmful or beneficial. The guide is divided into two sections: suggestions for curriculum development concerning conflict in grades K-3 and grades 4-6. Objectives at the primary level stress identification of conflict and relationships between conflict and change. Students in grades K-3 discuss hypothetical situations based on class readings, compare animal families to human families, and analyze plant and animal needs in a small garden setting. Students in grades 4-6 study other cultures, American history, and the environment to analyze the role of conflict in ethnic stereotyping and in urban industrial growth which affects natural resources and wildlife. (AV)

**ED 135 690** SO 009 790

King, David C., Ed. Long, Cathryn J., Ed.

**Patterns for Teaching Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum.**

Center for Global Perspectives, New York, N.Y. Denver Univ., Colo. Center for Teaching International Relations.

Spons. Agency—Hazen Foundation, New Haven, Conn.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—76

Note—51p.

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Class Activities, \*Concept Teaching, Curriculum Development, Educational Objectives, Elementary Education, \*Global Approach, Humanistic Education, Interdisciplinary Approach, International Relations, Learning Activities, \*Lesson Plans, Skill Development, Social Change, \*Social Studies, \*Teaching Techniques Identifiers—Interdependence

Ideas for creating lessons to introduce global perspectives on interdependence into the elementary social studies curriculum are presented. The booklet is intended as a companion to a series of guides for teaching selected universal concepts to K-12 students. Section I introduces five lessons for use in grades K-3. Lessons stress the interdependence of the parts of the human body, groups such as the family, basic needs of people, and plants and animals. For each topic, performance objectives are specified and the teaching procedure is outlined. Activities include question games, class discussion, role playing, mural drawing, story telling, and cooking. Section II suggests lessons for grades 4-6. Lessons stress the concepts of systems and mutual dependence on a global scale. Performance objectives are specified for each topic and the teaching

procedure is outlined. Activities include simulations, drawing analysis, class discussion, group role play, science activities, science fiction fantasies, and group research. Concepts and key ideas are stressed in each lesson through suggested questions. Teacher reactions and lesson suggestions are solicited. (Author/DB)

**ED 135 691** SO 009 791

King, David C.

**Suggestions for Curriculum Development on Interdependence; Part A, K-3 [And] Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides.**

Center for Global Perspectives, New York, N.Y. Denver Univ., Colo. Center for Teaching International Relations.

Spons. Agency—Hazen Foundation, New Haven, Conn.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—76

Note—37p.; For related documents, see SO 009 790 and 792

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—Class Activities, \*Concept Teaching, Cultural Awareness, Curriculum Development, Educational Objectives, Elementary Education, \*Global Approach, Humanistic Education, Interdisciplinary Approach, International Relations, Learning Activities, \*Lesson Plans, \*Social Studies, Teaching Guides, \*Teaching Techniques Identifiers—Interdependence

Topics and ideas for implementing global perspectives on interdependence into the elementary social studies curriculum are intended for selective use by teachers. Objectives are to help students become aware of global interdependence and the implications and problems which accompany global interdependence. Section I presents ideas for curriculum development on global interrelatedness for grades K-3. Presentation of specific objectives and a background discussion are followed by a topic and idea outline of concepts including family life, people and communities, cities and city life, and people and the environment. For each topic, questions and explanations are listed, teaching techniques are suggested, and conclusions are offered. Section II presents suggestions for curriculum development on the topic of interdependence for grades 4-6. Specific objectives and a background discussion are followed by a topic and idea outline, as in section I. The six topics are: technology, economy, comparing cultures or world regions, American history, modern science, and environmental studies. Activities, key questions, and concepts for each topic are presented. Teacher and reviewer comments are solicited. (Author/DB)

**ED 135 692** SO 009 792

King, David C.

**Suggestions for Curriculum Development on Interdependence; Part C, 7-9 [And] Part D, 10-12. Global Perspectives: A Humanistic Influence on the Curriculum. Number One in a Series of K-12 Guides.**

Center for Global Perspectives, New York, N.Y. Denver Univ., Colo. Center for Teaching International Relations.

Spons. Agency—Hazen Foundation, New Haven, Conn.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—76

Note—55p.; For related documents, see SO 009 790-791

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**

Descriptors—Class Activities, \*Concept Teaching, Cultural Education, Curriculum Development, Economic Education, Educational Objectives, Environmental Education, \*Global Approach, History Instruction, Humanistic Education, Inter-

disciplinary Approach, International Relations, \*Lesson Plans, Secondary Education, Social Change, \*Social Studies, Teaching Guides, \*Teaching Techniques  
Identifiers—Interdependence

Topics and ideas for infusing global perspectives on interrelatedness into the secondary social studies curriculum are intended to be used selectively by teachers. The major objectives of the guide are to help students become aware of global interdependence and implications and problems which accompany interdependence. Section I presents ideas for curriculum development for grades 7-9. Presentation of specific objectives and a background discussion are followed by a topic and idea outline of American history, state histories, developing nations, the study of culture, the biosphere, and political systems. For each topic, questions and explanations are listed, teaching techniques are suggested, and conclusions are offered. Section II presents suggestions for curriculum development for grades 10-12. Specific objectives and a background discussion are followed by a topic and idea outline of urbanization, economics, culture studies, environmental concerns, and nationalism. Activities, key ideas, questions, hypotheses, and concepts for each topic are presented. Teacher and reviewer comments are solicited. (Author/DB)

ED 135 693 SO 009 797

King, David C. And Others

**Suggestions for Curriculum Development on Communication; Part A, K-3. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides.**

Center for Global Perspectives, New York, N.Y. Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Dec 76  
Note—45p.; For a related document, see SO 009 798

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.** Descriptors—Class Activities, \*Communications, \*Concept Teaching, Curriculum Development, Democratic Values, Educational Objectives, Elementary Education, \*Global Approach, \*Humanistic Education, Interdisciplinary Approach, Learning Activities, Lesson Plans, Skill Development, Social Change, \*Social Studies, Teaching Guides, \*Teaching Techniques

A guide for infusing global perspectives on communication into the elementary social studies curriculum is designed to be used selectively by teachers. The four major objectives are to help students: (1) understand how the world's system can influence the individual's life; (2) recognize different viewpoints; (3) develop an ability to make judgments about world influence on one's personal life; and (4) recognize that personal actions can influence world interrelatedness. Section I presents ideas for developing ten communication activities. The activities involve message-sending skills, body language, animal language, sign observation, vocabulary building, and family and stranger communication skills. For each topic, areas of study are specified, objectives are listed, and teaching techniques are suggested. Section II presents lessons which demonstrate how global perspectives fit in with the existing curriculum. The four lessons stress verbal and nonverbal communication, body language, and exploration of human commonalities and differences. Four activities, such as mime, charades, drawing, creating bulletin boards, communication games, art work, and field trips, are suggested for each lesson, along with a description of areas of study, objectives, suggested time, and required materials. A subject index is included. Teacher and reviewer comments are solicited. (Author/DB)

ED 135 694 SO 009 798

King, David C. Ed. Long, Cathryn J. Ed.

**Suggestions for Curriculum Development on Communication; Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Number Three in a Series of K-12 Guides.**

Center for Global Perspectives, New York, N.Y. Denver Univ., Colo. Center for Teaching International Relations.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Dec 76  
Note—71p.; For a related document, see SO 009 797

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.** Descriptors—Class Activities, \*Communications, \*Concept Teaching, Curriculum Development, Democratic Values, Educational Objectives, Elementary Education, \*Global Approach, Grade 4, Grade 5, Grade 6, \*Humanistic Education, Interdisciplinary Approach, Learning Activities, Lesson Plans, Skill Development, Social Change, \*Social Studies, Teaching Guides, \*Teaching Techniques

A guide for infusing global perspectives on communication into the social studies curriculum of grades 4-6 is designed to be used selectively by teachers. The four major objectives are to help students: (1) understand how the world's system can influence the individual's life; (2) recognize different viewpoints; (3) develop an ability to make judgments about world influence on one's personal life; and (4) recognize that personal actions can influence world interrelatedness. Section I presents ideas for developing nine communication activities. The activities involve language skills, dialect investigation, cross-cultural communication, technological change, consumer education, and an understanding of conflicting viewpoints. For each topic, areas of study are specified, objectives are listed, and teaching techniques are suggested. Section II presents six self-contained lessons which demonstrate how global perspectives fit in with the existing curriculum. The lessons involve language exploration, verbal and nonverbal communication, body movement, historical perspectives on communication, and people's feelings about animals. Multiple activities such as dictionary games, simulations, story telling, TV viewing, and class discussion are suggested for each lesson, along with a description of areas of study, objectives, suggested time, and required materials. A subject index is included. Teacher and reviewer comments are solicited. (Author/DB)

ED 135 698 SO 009 808

Dixon, Dorothy Arnett

**World Religions for the Classroom.**

Pub Date—75  
Note—279p.

Available from—Twenty-Third Publications, P.O. Box 180, West Mystic, Connecticut 06388 (\$19.95 paperback, 10-24 copies 20% discount, 25-49 copies 25% discount, 50 or more copies 30% discount)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Asian Studies, Bibliographies, Christianity, \*Global Approach, Instructional Materials, Islamic Culture, Judaism, Junior High Schools, Learning Activities, \*Non Western Civilization, \*Religion, \*Religious Cultural Groups, \*Religious Education, Resource Guides, Secondary Education, Teaching Guides, \*Teaching Methods

This teaching and resource guide contains ideas appropriate for teaching junior and senior high school students about the following religions: Hinduism, Buddhism, Confucianism, Taoism, Shintism, Judaism, Christianity, and Islam. Individual sections discuss general approaches to teaching the religious philosophies and rituals, and exemplary programs are cited. Each of these sections, supple-

mented by resource pages outlining steps in religious ceremonies, explains how to construct religious objects such as a Jewish sukkah or a Buddhist prayer wheel, gives recipes for traditional holiday meals, and translates songs and prayers. In addition to bibliographies at the end of each section, a general bibliography lists books on world religions, religion and public education, audiovisual materials, and curricula on world religions for public schools. (AV)

ED 135 715 SO 009 838

**Techniques and Materials for Global Studies: Gorton Follow-up Conference.**

Global Development Studies Inst., Madison, N.J. Pub Date—4 Dec 76

Note—24p.  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Class Activities, \*Communications, \*Concept Teaching, Curriculum Development, \*Cultural Awareness, Curriculum Development, \*Global Approach, Interdisciplinary Approach, Learning Activities, \*Resource Materials, Secondary Education, Skill Development, \*Teaching Techniques, \*World Affairs  
Identifiers—Interdependence

Designed for secondary school teachers who are at the initial stages of teaching global studies or introducing global concepts into their courses, this paper reviews ways (1) to introduce an awareness of global issues and the interdependence of our planet and (2) to develop related cognitive skills. Techniques and materials relevant to this teaching are presented. The first section describes 25 activities to help students build global perspectives in terms of cultural awareness, awareness of global interdependence, understanding of the overlapping nature of world problems, understanding the reciprocal roles of the world and the United States, and understanding the need to question and evaluate written and oral statements. Section two suggests 30 activities to help incorporate cognitive knowledge into a global perspective. These involve use of computers, local ecological studies, personal food intake records, map study, and statistical tables. Content areas in which these activities can be performed include economics, history, geography, mathematics, science, and foreign countries. This indicates that global studies is interdisciplinary in nature. An annotated bibliography of relevant materials lists 15 books, nine publications, three simulations, and 24 organizations. Addresses are given for all references. (AV)

ED 135 727 SO 009 858

Fishman, Rosalind M. And Others

**High School Teaching Unit Plans on Inner Asia. Teaching Aids for the Study of Inner Asia, No. 4.**

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date—76  
Note—32p.; For related documents, see SO 009 855-857

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paperback)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Area Studies, Asian History, \*Asian Studies, Bibliographies, \*Cultural Education, Curriculum Development, \*Educational Resources, Elementary Secondary Education, Instructional Aids, Instructional Materials, Learning Activities, Non Western Civilization, Objectives, Teacher Developed Materials, \*Unit Plan

Five teaching units for middle, junior high, and senior high school comprise this pamphlet, the fourth in a series of teaching aids about Inner Asia. The units were developed in 1975 by secondary school teachers who attended an inservice institute

on Inner Asia at Indiana University. Objectives, activities, and resources are presented for each unit. One activity involves students in a simulation of barbarian and civilized groups to illustrate that certain "freedoms" must be sacrificed in order to become "civilized." Other objectives include understanding the importance of the horse on the steppe, influences of China and the Soviet Union on boundary claims, role of Buddhism as a religious force, and the diverse nature of clans within Inner Asia. Several of the units contain detailed outlines of content matter. Lists of books and pamphlets, learning activities, and audiovisual materials supplement the units. (AV)

**ED 135 732** SP 010 777

**The Role of Physical Education and Sport in the Education of Youth in the Context of Life-Long Education. Final Report.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—76

Note—57p; Report of First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (UNESCO House, April 5-10, 1976); For related documents, see SP010776-78

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**

Descriptors—\*Athletics, Cooperative Planning, \*Government Role, Human Development, Interdisciplinary Approach, \*International Educational Exchange, Leisure Time, \*Lifetime Sports, \*Physical Education, \*Physical Fitness, Physical Recreation Programs, Youth

This document is the final report of the first international conference of ministers and senior officials responsible for physical education and sport. The conference studied the following subjects: (1) the present situation of physical education and sport in the education of youth; (2) the role to be played by physical education and sport in the education of youth in the perspective of life-long education; (3) the strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport; and (4) international co-operation for the promotion of physical education and sport. The conference was attended by 101 Member States and Associate Members, observers from one non-Member State, three intergovernmental organizations, and sixteen international non-governmental organizations. Included are the reports of two commissions and the recommendations of the conference. Appendices include the agenda of the conference, addresses delivered at the conference, documents and exhibits presented, and lists of participants, the secretariat and officers of the conference. (JD)

**ED 136 221** CS 003 277

Bulecek, Jeffrey W. And Others

**Reading Competency as a Predictor of Scholastic Performance: Comparisons between Industrialized and Third-World Nations.**

Pub Date—76

Note—54p; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (6th, Singapore, August 17-19, 1976)

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**

Descriptors—\*Academic Achievement, \*Comparative Education, Content Reading, Foreign Countries, Natural Sciences, Predictive Measurement, Psycholinguistics, \*Reading Achievement, Reading Comprehension, \*Reading Research, Secondary Education, \*Socioeconomic Background, \*Thought Processes, Vocabulary

Identifiers—England, India, Piaget (Jean)

Using data collected by the International Association for the Evaluation of Educational Achievement

in the natural sciences. Factors studied, in addition to reading achievement, were socioeconomic background, vocabulary achievement, and thinking-stage development. The similarities between the two groups were found to outweigh the differences, although the effects of parental education and father's occupational status were less important in predicting academic success for Indian students. Reading achievement in both countries was consistently the most powerful predictor of science achievement, with the exception of performance in biology, in India. The thinking-stage variable had the next most powerful net effect, yet was only marginally ahead of meaning-vocabulary influences, in terms of direct effects. (MKM)

**ED 136 369** EA 009 280

Gaddy, James R.

**Curriculum Enrichment Through School-to-School Student Exchanges.**

Pub Date—Jan 77

Note—16p; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (61st, New Orleans, Louisiana, January 14-19, 1977); 6 pages of newspaper reprints were deleted due to nonreproducibility

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**

Descriptors—\*Cultural Exchange, \*Curriculum Enrichment, French, \*International Educational Exchange, Secondary Education, \*Student Exchange Programs

Identifiers—France, \*New Rochelle Public Schools NY, New York (New Rochelle)

New Rochelle High School's Bicentennial Year exchange with La Rochelle, France, sent 16 students to La Rochelle and brought 27 La Rochelle students to the American school for three weeks. This program provides a typical example of how a total school program is enriched. The students who traveled to La Rochelle and New Rochelle learned through experience a country's literature, art, language, customs, food, schools, politics, and style. (Author/MLF)

**ED 136 916** PS 009 158

Salkind, Neil J. Kajima, Hideo

**Cognitive Tempo in Japanese and American Children.**

Spons Agency—National Inst. of Mental Health (DHHE), Rockville, Md.

Pub Date—Mar 77

Contract—NIMH-MH-28487

Note—11p; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**

Descriptors—Age Differences, \*Cognitive Development, Cognitive Measurement, \*Cognitive Style, \*Conceptual Tempo, \*Cross Cultural Studies, Cultural Differences, Developmental Stages, \*Elementary Education, Ideography, Japanese

Identifiers—\*Japan, \*Matching Familiar Figures Test

The purpose of this study was to compare performances by Japanese and American children on the Matching Familiar Figures Test, the primary measure of cognitive tempo. Data on more than 3400 Japanese and American children (approximately half male, half female) were used. Factorial analyses of variance revealed significant age x nationality interaction for both errors and latency. Japanese children made fewer errors at a younger age than did their American counterparts, and continued to do so until their level of accuracy approached that of 11- and 12-year-old American children. The interaction for errors indicates a decreasing difference in accuracy as age increases. The age x nationality

Japanese children. Developmental trends for both errors and latency in both groups of children are highly similar. There appears to be a typical "developmental shift" present, where these identical patterns are present; yet in Japanese children they occur from one to two years earlier than in American children. These results may be related to environmental and cultural differences such as the instruction Japanese children receive in the traditional symbolic character language, the traditional Eastern emphasis on patience, and other educational and cultural influences. (Author/BF)

**ED 137 209** SO 009 942

**Internationalize Your School: A Handbook.**

National Association of Independent Schools, Boston, Mass.

Pub Date—Jan 77

Note—37p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.00 paperback)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Cross Cultural Studies, Curriculum Development, Elementary Secondary Education, \*Global Approach, \*International Education, International Educational Exchange, Models, \*Program Descriptions, Student Interests, \*Study Abroad, Teaching Methods

This handbook provides information to assist elementary and secondary schools in becoming more international in their approach to and in the content of their curriculum. It is directed to teachers and students as well as administrators. An initial section summarizes 118 responses to a questionnaire mailed to members of the National Association of Independent Schools in 1976. Results indicate that many are interested in international/global education, but few presently use an international curriculum in any specific subject. In a section directed toward students interested in study abroad, there are eight questions to consider and a list of 25 international programs. The descriptions include grade level, length of program, type of schedule, and participating countries. A section for teachers discusses the philosophy and methodology of global studies. Model frameworks for developing curriculum units are presented. Frameworks are provided for five topics on the historical dimension of global studies, planetary environment, futuristics, conflict resolution, and global population and resources. The handbook concludes with a directory of 43 organizational resources such as American Friends Service Committee, Institute for World Order, and Office of Intercultural Education. These organizations sponsor programs, publish curriculum materials, and encourage cooperation among schools and nations. (AV)

**ED 138 934** CS 003 393

Hart, N.W.M.

**Reading Is Language in Print.**

Pub Date—Aug 76

Note—15p; Speech given at the Annual Meeting of the International World Congress on Reading (6th, Singapore, August 17-19, 1976)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**

Descriptors—Basic Reading, \*Beginning Reading, \*Child Language, \*Language Patterns, \*Language Research, Primary Education, Reading Instruction, \*Reading Materials, Reading Processes, Reading Programs, \*Reading Research, Reading Skills

Identifiers—Australia, Mount Gravatt Developmental Language Reading Program

Children's mastery of reading skills would be facilitated if reading programs capitalized on children's already-developed oral language competence.

commonly used in Australia show that there is a great difference between the language they use and the language used by 5 1/2-year-old children. The Mount Gravatt Developmental Language Reading Program has been developed to help children move from developing oral language behavior to developing competence in written language. Language samples collected from children 2 1/2 years to 6 1/2 years and analyzed through a computer concordance program have yielded information about "signalling sequences" (which signal syntactically and semantically what will follow) and other elements characteristic of children's speech. The program is built around the core "signalling sequences" appropriate for each grade level, combined with meaningful "content sequences." Children first use the sequences in oral language and then transfer meaning to the written form through the use of word cards and reading books. Word attack skills are taught once children have learned to decode for themselves. (GW)

ED 138 935

CS 003 399

*Southgate, Vera*

**Beginning Reading in England.**

Pub Date—May 77

Note—19p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Basic Reading, Basic Skills, \*Beginning Reading, Educational History, \*Educational Practice, \*Educational Trends, Language Arts, Primary Education, Progressive Education, \*Reading Instruction, \*Reading Programs, Reading Skills

Identifiers—\*England

This paper describes trends in the teaching of reading to young children in British infant and primary schools. Initial sections outline background features, organization, and procedures in infant education, pointing out that great variations exist among schools. A section on reading practices notes that, although basal reading schemes, which are vocabulary controlled and employ a "look-and-say" method, are used fairly extensively, more emphasis is placed on informal, incidental reading and writing than on reading schemes. The paper traces historical patterns in reading instruction: the establishment of look-and-say methods in the 1940s and 1950s; the growth of "progressive" practices which in some cases led to the abandonment of formal teaching; and the emergence of doubts about the progressive movement, based on concerns about declining reading skills. A 1975 governmental report called for a balance between progressive teaching and specific teaching of basic language arts skills; currently, public concern about standards of literacy is becoming vociferous. The paper concludes with predictions for future changes in the direction of more formal teaching, along with a statement regarding the author's hopes for changes which will be forward looking rather than a nostalgic return to older methods. (GW)

ED 142 414

SE 022 706

*Anderson, A. L.*

**Remedial Mathematics Project, Harry Gray Elementary School, Valleyview, Alberta.**

Spons Agency—Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—Dec 76

Note—52p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Conservation (Concept), \*Educational Diagnosis, Elementary Education, \*Elementary School Mathematics, \*Instruction, Instructional Materials, Mathematics Education, Number Concepts, \*Remedial Mathematics, Research, Tests

This booklet is the final report on a project designed to determine the extent to which students in grades 2, 3, and 4 who were having particular difficulty in learning number concepts were not yet conserving number. A test of number conservation was given to all children assigned to the remedial group; 10 of the 23 were found to be nonconservers. The nonconservers were given special instruction using manipulative materials; five of these students were classified as conservers on the posttest. A similar instructional treatment for grades 5 and 6 was developed, used, and found to be successful. Appendices to the report include a copy of the conservation test, a list of materials purchased, and copies of lesson plans and locally made activity sheets. (SD)



ED 003 067

LANGTON, KENNETH P.

## THE POLITICAL SOCIALIZATION PROCESS—THE CASE OF SECONDARY SCHOOL STUDENTS IN JAMAICA.

Oregon Univ., Eugene.

Report No.—CRP-S-015

Pub Date—JUN65

Note—279P.

EDRS Price MF-08.83 HC-\$15.39 Plus Postage.

Descriptors—Attitudes, "Behavioral Science Research," Behavior Patterns, Family Attitudes, Family Background, Family Characteristics, High School Students, Political Science, Questionnaires, Social Agencies, "Sociology"

IDENTIFIERS—EUGENE, JAMAICA, OREGON  
INQUIRY INTO THE PROCESS, AS MEDIATED THROUGH VARIOUS SOCIAL AGENCIES, BY WHICH AN INDIVIDUAL ACQUIRES POLITICALLY RELEVANT ATTITUDINAL DISPOSITIONS AND BEHAVIOR PATTERNS WAS THE PROBLEM OF THE STUDY. THE HYPOTHESIS WAS THAT FAMILY STRUCTURE WOULD HAVE A DIFFERENT EFFECT UPON THE SOCIALIZATION OF THESE ATTITUDES. DATA REGARDING THE SOCIALIZATION PROCESS WERE COLLECTED THROUGH THE USE OF A QUESTIONNAIRE ADMINISTERED TO A MULTISTAGE RANDOM SAMPLE OF 1,287 JAMAICAN SECONDARY SCHOOL STUDENTS DURING THE WINTER AND EARLY SPRING OF 1964. ADDITIONAL DATA WERE EXTRACTED FROM GOVERNMENT DOCUMENTS, CENSUS REPORTS, REPORTS AND OBSERVATIONS BY SCHOLARS, AND PERSONAL OBSERVATIONS. MAJOR COMPARISONS WERE ACROSS FAMILY TYPES, GROUPS, SCHOOLS, AND CLASSES. THE HYPOTHESIS CONCERNING THE EFFECTS OF FAMILY STRUCTURE WAS GENERALLY CONFIRMED. THE PATTERN REMAINED WHEN A CONTROL FOR SOCIAL CLASS WAS INTRODUCED. ONLY THE EFFICACY DIMENSION WAS FOUND TO BE ESSENTIALLY A WORKING CLASS PHENOMENON. IN THIS CASE, THE MORE EFFICACIOUS MIDDLE- AND UPPER-CLASS POLITICAL CULTURE APPEARED TO COUNTERACT THE EFFECTS OF FAMILY STRUCTURE. WITHIN THE MATERNAL FAMILY A PREDICTED PATTERN DEVELOPED IN WHICH FATHER ABSENCE AND MATERNAL DOMINATION WERE SHOWN TO HAVE AN IMPORTANT IMPACT UPON THE AUTHORITARIAN ATTITUDES AND POLITICAL INTEREST OF MALE STUDENTS WHILE HAVING LITTLE EFFECT ON FEMALES. (HB)

ED 003 313

ANDERSON, IRVING H. AND OTHERS

## COMPARISONS OF THE READING AND SPELLING ACHIEVEMENT AND QUALITY OF HANDWRITING OF GROUPS OF ENGLISH, SCOTTISH, AND AMERICAN CHILDREN.

Michigan Univ., Ann Arbor.

Report No.—CRP-1903

Pub Date—62

Note—332P.

EDRS Price MF-51.00 HC-\$18.07 Plus Postage.

Descriptors—Comparative Analysis, "Comparative Education," Handwriting Skills, Reading Comprehension, "Spelling, Test Results"

IDENTIFIERS—ANN ARBOR, METROPOLITAN ACHIEVEMENT TEST, METROPOLITAN HANDWRITING SCALE, MICHIGAN, STANFORD ACHIEVEMENT TESTS

A COMPARISON WAS MADE OF THE PERFORMANCE OF GROUPS OF ENGLISH AND SCOTTISH CHILDREN WITH AMERICAN NORMS AND WITH THE PERFORMANCE

OF SIMILAR GROUPS OF AMERICAN CHILDREN ON A SERIES OF READING AND SPELLING TESTS AND A HANDWRITING SCALE STANDARDIZED IN THE UNITED STATES. SCORES ATTAINED ON THE PARAGRAPH MEANING AND WORD MEANING SUBTESTS OF THE STANFORD ACHIEVEMENT TEST, THE SPELLING TEST FROM THE METROPOLITAN ACHIEVEMENT TEST (1947 ED), AND THE METROPOLITAN HANDWRITING SCALE PROVIDED THE BASIS FOR COMPARISON. THE DATA WERE ANALYZED FOR COMPARISONS OF CENTRAL TENDENCY OF TOTAL SAMPLES, VARIANCES OF TOTAL SAMPLES, CENTRAL TENDENCY OF BOYS AND GIRLS, AND FOR SPELLING ERRORS. A DETAILED DISCUSSION OF EACH OF THESE COMPARISONS IS INCLUDED. (HS)

ED 003 837

BRUNER, JEROME S.

## RESEARCH PROGRAM ON INTELLECTUAL DEVELOPMENT.

Harvard Univ., Cambridge, Mass.

Report No.—CRP-E-020

Pub Date—30JUN65

Contract—OEC-4-10-136

Note—38P.

EDRS Price MF-50.83 HC-\$2.06 Plus Postage.

Descriptors—Childhood, Children, "Cognitive Ability, Cognitive Development," "Cognitive Processes," Cognitive Tests, Comprehension, Early Childhood, Eye Movements, Individual Development, Intellectual Development, "Perception, Perception Tests, Perceptual Development, Pre-school Learning, Visual Perception"

IDENTIFIERS—ALASKA, BOSTON, CAMBRIDGE, DAKAR, MASSACHUSETTS, MEXICO, MEXICO CITY, SENEGAL

UNDER THE DIRECTION OF PROFESSOR BRUNER, THE CENTER FOR COGNITIVE STUDIES AT HARVARD UNIVERSITY HAS CARRIED OUT A SERIES OF STUDIES ON THE DEVELOPMENT OF COGNITION. THERE HAVE BEEN OVER 30 EXPERIMENTS ON THE GROWTH OF PERCEPTION, PROBLEM-SOLVING, AND REASONING BETWEEN THE AGES OF 3 AND 10, IN PURSUIT OF A THEORY TO ACCOUNT FOR THE CHANGES IN INTELLECTUAL FORMATION THAT OCCUR IN THE GROWTH OF THE CHILD. EXPERIMENTS HAVE BEEN CARRIED OUT NOT ONLY WITH AMERICAN CHILDREN, BUT ALSO WITH BUSH CHILDREN IN SENEGAL AND THEIR URBAN COUSINS IN DAKAR, WITH MESTIZO CHILDREN IN RURAL MEXICO AND THEIR COUNTERPARTS IN MEXICO CITY, AND WITH VARYINGLY ACCOUNTABLE ES-KIMO CHILDREN IN ALASKA. THE RESEARCH ON THE DEVELOPMENT OF PERCEPTION, THOUGHT, AND LANGUAGE HAS BEEN OF TWO PRINCIPAL KINDS. ONE KIND DEALS WITH THE MANNER IN WHICH CHILDREN LEARN TO MAKE INFERENCE, TO CARRY OUT SORTING TASKS, AND TO IMPOSE ORDER ON THE ENVIRONMENT. THE SECOND TYPE RELATES TO THE MANNER IN WHICH CHILDREN LEARN TO SEARCH THE VISUAL FIELD. COMPUTER ANALYSIS OF EYE MOVEMENTS IS USED IN THE LATTER TYPE OF STUDY. IN THIS REPORT 11 OF THESE STUDIES ARE DESCRIBED AND CONCLUSIONS ARE DISCUSSED. (JC)

ED 010 026

LONGBAUGH, RICHARD

## AN ANALYSIS OF THE CROSS-CULTURAL STUDY OF CHILDREN'S SOCIAL BEHAVIOR, FINAL REPORT.

Cornell Univ., Ithaca, N.Y.

Report No.—CRP-S-016

Pub Date—19MAY66

Note—119P.

EDRS Price MF-50.83 HC-\$6.01 Plus Postage.

Descriptors—"Behavior, Childhood Attitudes, Cultural Differences, Culture, "Interpersonal Relationship, Social Attitudes, "Social Relations, "Sociocultural Patterns"

IDENTIFIERS—ITHACA, NEW YORK

SYSTEMATICALLY OBSERVED, RECORDED, AND CODED INTERPERSONAL BEHAVIORS OF CHILDREN, AGES 3 TO 11, WERE EXAMINED FOR THE EXISTENCE OF CROSS-CULTURALLY CONSISTENT RELATIONS BETWEEN THEIR BEHAVIORS. THE STUDY SAMPLE CONSISTED OF OVER 130 CHILDREN FROM DIVERSE CULTURES, AND WAS SELECTED FROM COMMUNITIES IN NEW ENGLAND, MEXICO, AFRICA, INDIA, OKINAWA, AND THE PHILIPPINES. TWELVE CATEGORIES OF ACTION, COLLECTED FROM BEHAVIORS OF THE CHILDREN AS THEY WERE OBSERVED IN NATURAL SETTINGS, WERE THE PRIMARY FOCUSES OF THE ANALYSIS. IT WAS SUGGESTED THAT THREE FACTORS SEEM TO PRODUCE THE AMOUNT AND KIND OF INTERPERSONAL BEHAVIOR OF A CHILD: (1) HIS ABILITY TO MEDIATE OUTCOMES FOR OTHERS, (2) HIS PREDISPOSITION TOWARD OTHERS, AND (3) THE CONSEQUENCES FOR SOCIAL EXCHANGE WHICH ARISE OUT OF THE INTERACTION OF THESE TWO PRINCIPAL FACTORS. THIS STRUCTURE WAS APPARENTLY COMPATIBLE WITH THEORY AND RESEARCH IN AT LEAST THREE SEPARATE AREAS OF RESEARCH: (1) CLINICAL PSYCHOLOGY, (2) SMALL GROUP RESEARCH, AND (3) MOTHER-CHILD INTERACTION. CORRELATION MATRICES FOR BEHAVIOR RATES BY SPECIFIC CULTURES WERE PROVIDED FOR EACH OF THE 12 CATEGORIES OF ACTION IN THE REPORT. (JH)

ED 010 095

LALOR, IDA B.

## INSIGHTS GAINED AS A RESULT OF A HIGH SCHOOL SOCIAL STUDIES COURSE.

Chicago Univ., Ill.

Report No.—BR-5-8035; CRP-S-279

Pub Date—66

Note—127P.

EDRS Price MF-50.83 HC-\$7.35 Plus Postage.

Descriptors—"Anthropology, Cultural Awareness, High School Students, "Self Concept, "Social Attitudes, "Social Studies, Social Values, Testing, World Affairs"

IDENTIFIERS—CHICAGO

A STUDY ATTEMPTED TO DETERMINE WHETHER HIGH SCHOOL STUDENTS WHO HAVE GAINED KNOWLEDGE AND UNDERSTANDING OF CONCEPTS IN ANTHROPOLOGY WOULD (1) ACHIEVE GREATER SELF-INSIGHT, (2) BECOME LESS ETHNOCENTRIC IN THEIR ATTITUDES TOWARD OTHERS, AND (3) INCREASE THEIR ABILITY TO THINK CRITICALLY ABOUT SOCIAL PROBLEMS. A 1-YEAR EXPERIMENTAL COURSE ON WORLD CULTURES PRESENTED LEARNING EXPERIENCES USING INTELLECTUAL AND EMOTIONAL STIMULI FOR STUDENTS TO TAKE THE ROLES OR ATTITUDES OF OTHER ADOLESCENTS IN OTHER CULTURES. ONE EXPERIMENTAL AND TWO CONTROL GROUPS OF

STUDENTS RECEIVED A BATTERY OF PRE- AND POST-EXPERIMENT TESTS. RESULTS SHOWED THAT THE EXPERIMENTAL GROUP GAINED IN ACHIEVING LESS ETHNOCENTRISM AND THAT OTHER HYPOTHESES WERE NOT PROVEN. OTHER IMPLICATIONS WERE DISCUSSED. (JM)

**ED 015 491** CG 000 920  
MEHTA, PRAYAG  
**ACHIEVEMENT MOTIVE IN HIGH SCHOOL BOYS AND TRAINING FOR IT. PROJECT REPORT.**

National Inst. of Education, New Delhi (India).  
Report No.—NIE-HEW-PROJ-002  
Pub Date—66  
Contract—OEC-4-21-002  
Note—305P.

**EDRS Price MF-\$1.00 HC-\$16.73 Plus Postage.**  
Descriptors—Academic Achievement, \*Achievement Tests, Correlation, \*Educational Research, Experimental Programs, Low Achievers, \*Motivation, \*Psychological Tests, Reliability, \*Secondary School Students, Socioeconomic Influences, Socioeconomic Status  
Identifiers—ACHIEVEMENT MOTIVATION INVENTORY, DELHI, INDIA, THEMATIC APPERCEPTIVE TEST

IN DELHI, INDIA, TWO STUDIES WERE MADE OF ACHIEVEMENT MOTIVATION (N ACH). IN THE FIRST STUDY, 1,000 IX CLASS BOYS IN SECONDARY SCHOOLS WERE GIVEN A THEMATIC APPERCEPTIVE MEASURE OF N ACH AND AN ACHIEVEMENT MOTIVATION INVENTORY. THE RESULTS AND LIMITATIONS OF THE STUDY ARE DISCUSSED, AND SUGGESTIONS FOR FURTHER RESEARCH ARE MADE. THE SECOND STUDY TESTED THE EFFECT OF TWO MOTIVATION TRAINING PROGRAMS FOR TEACHERS ON N ACH, AND ACADEMIC ASPIRATION LEVELS IN PUPILS. AFTER THE TEACHER TRAINING PROGRAMS WERE COMPLETED, GROUPS OF BOYS COMPLETED A COURSE TO RAISE THEIR ASPIRATIONS, A COURSE TO RAISE THEIR N ACH, BOTH OF THESE, OR NEITHER. RESULTS INDICATED: (1) THE ASPIRATION BOOSTING PROGRAM ALONE DID NOT AFFECT N ACH, AND (2) THE BOYS HAVING BOTH COURSES SHOWED THE GREATEST CHANGE IN N ACH. LIMITATIONS TO THE STUDY ARE (1) VARYING AMOUNTS OF THE CURRICULUM WERE COVERED IN DIFFERENT SCHOOLS, (2) TEACHERS' TECHNIQUES VARRIED IN EFFECTIVENESS. FUTURE STUDIES WILL SHOW IF THE IMPACT OF THE N ACH PROGRAM INCREASES WITH TIME, AND IF BOYS OF LOW SOCIOECONOMIC STATUS NOW VALUE EDUCATION MORE THAN BOYS OF MIDDLE AND HIGH SOCIOECONOMIC STATUS. (PR)

**ED 017 003** CG 001 552  
HERMAN, S.N. AND OTHERS  
**THE IDENTITY AND CULTURAL VALUES OF HIGH SCHOOL PUPILS IN ISRAEL.**  
Hebrew Univ., Jerusalem (Israel).  
Report No.—BR-5-1404  
Pub Date—67  
Note—246P.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**  
Descriptors—\*Cultural Interrelationships, \*Ethnic Groups, \*High School Students, Jewish Stereotypes, \*Jews, Personal Values, Questionnaires, Research Projects, Social Values, \*Student Attitudes  
Identifiers—ISRAEL

THE USE OF ETHNIC LABELS AND THEIR MEANING TO HIGH SCHOOL STUDENTS IN ISRAEL WAS INVESTIGATED IN THREE STUDIES. THE FIRST, EMPLOYING SEMAN-

TIC DIFFERENTIAL METHODOLOGY, EXAMINED STEREOTYPES AT VARIOUS LEVELS OF ABSTRACTNESS. RESULTS INDICATE THAT ISRAELI YOUTHS (1) EXPERIENCE THEIR ISRAELI SUBIDENTITY AS MORE MEANINGFUL AND FAVORED THAN THEIR JEWISH SUBIDENTITY, (2) IDENTIFY WITH WESTERN-EUROPEAN CONCEPTS, (3) ALTHOUGH PREFERRING WESTERN CONCEPTS, DO NOT DISSOCIATE THEMSELVES FROM THEIR ORIENTAL LINEAGE AND THEIR OWN COMMUNITY, AND (4) IF RELIGIOUS, IDENTIFY WITH JEWISH COMPONENTS, WHETHER WESTERN OR NOT. THE SECOND STUDY USED INTERVIEWS AND SHORT QUESTIONNAIRES TO INQUIRE INTO ATTITUDINAL IMPLICATIONS AND VALUE ASPECTS OF ETHNIC IDENTITY AMONG PUPILS IN ONE HIGH SCHOOL. IN RELATION TO IDENTITY—(1) PUPILS ARE ORIENTED TOWARD THE INTELLECTUAL GOALS OF THE SECONDARY SCHOOL, (2) TEACHERS AND PUPILS CORRESPOND CLOSELY IN MATTERS OF ETHNIC IDENTITY, (3) INFLUENCES SHAPING IDENTITY ARE THE HOME, TYPES OF SCHOOL MATERIAL, AND TEACHER ATTITUDES, AND (4) ISRAELI SUBIDENTITY IS STRONGER THAN THE JEWISH ONE. THE LAST PAPER, USING DETAILED AND STRUCTURED QUESTIONNAIRES, FOCUSES ON THE COMMUNAL ELEMENTS OF THE ISRAELI-JEWISH IDENTITY. MINORITY GROUP MEMBERS TEND TO BE MORE STRONGLY PREOCCUPIED WITH ETHNIC PROBLEMS AND DISPLAY MORE SOLIDARITY. ALTHOUGH THEY FIND THEIR OWN GROUP LESS ATTRACTIVE. (PS)

**ED 017 957** CG 001 796  
BENTWICH, J. AND OTHERS  
**A BATTERY OF TESTS ON GENERAL EDUCATIONAL DEVELOPMENT FOR POST-ELEMENTARY SCHOOLS. VOL. I.**  
Henrietta Szold Inst., Jerusalem (Israel). Ruth Bressler Center for Research in Education, Jerusalem (Israel).  
Report No.—HSI-RR-NO-112  
Pub Date—MAR67  
Contract—OEC-4-21-011  
Note—222P.

**EDRS Price MF-\$0.83 HC-\$16.71 Plus Postage.**  
Descriptors—\*Achievement Tests, \*Hebrew, \*Test Construction, Test Reliability, Test Validity  
THIS TEST BATTERY IS DESIGNED TO BE USED AS AN AID IN COUNSELING AND GUIDANCE FOR PUPILS IN THE NINTH AND TENTH GRADES OF ACADEMIC HIGH SCHOOLS IN ISRAEL. AS THE INTENT IS TO MEASURE THE PUPIL'S ABILITY TO DO CRITICAL THINKING IN BROAD AREAS, THE TEST BATTERY MEASURES GENERAL EDUCATIONAL DEVELOPMENT RATHER THAN SPECIFIC ACHIEVEMENT SKILLS IN THE AREAS OF MATHEMATICS, SCIENCE, READING COMPREHENSION, SOCIAL STUDIES, AND ENGLISH LANGUAGE. THE STATISTICAL INFORMATION CONCERNING RELIABILITY, VALIDITY, INTERCORRELATIONS, AND NORMS ARE BASED ON A NATIONAL SAMPLE OF NINTH AND TENTH GRADERS IN ACCREDITED ACADEMIC HIGH SCHOOLS. INSTRUCTIONS FOR ADMINISTERING THE TESTS ARE ALSO GIVEN. THOUGH THE BATTERY IS TO BE USED IN COUNSELING, IT IS EMPHASIZED THAT IT IS NOT YET COMPLETE AND IS INADEQUATE IN ITS PRESENT FORM TO FUNCTION AS A BASIS FOR THE REMOVAL OF A PUPIL FROM AN ACADEMIC HIGH SCHOOL TO A NONACADEMIC ONE. THE NORMS ALSO NEED TO BE EXTENDED TO COVER VOCATIONAL SCHOOLS AND

AGRICULTURE SCHOOLS. (CG)

**ED 017 958** CG 001 797  
BENTWICH, J. AND OTHERS  
**A BATTERY OF TESTS ON GENERAL EDUCATIONAL DEVELOPMENT FOR POST-ELEMENTARY SCHOOLS. VOL. II.**  
Henrietta Szold Inst., Jerusalem (Israel). Ruth Bressler Center for Research in Education, Jerusalem (Israel).  
Report No.—HSI-RR-NO-112  
Pub Date—MAR67  
Contract—OEC-4-21-011  
Note—309P.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—\*Achievement Tests, \*Attitude Tests, Grade 9, Grade 10, \*Hebrew, \*Test Construction, Test Reliability, Test Validity  
THIS BATTERY OF TESTS WAS DEVELOPED TO MEASURE THE GENERAL EDUCATIONAL DEVELOPMENT OF STUDENTS IN SECONDARY SCHOOLS IN ISRAEL. BY DEVELOPING AN INSTRUMENT THAT MEASURED GENERALIZED SKILLS AND ABILITY TO USE INFORMATION RATHER THAN A STRICT ACHIEVEMENT TEST, IT WAS HOPED THAT THE INSTRUMENT COULD BE USED FOR BOTH GUIDANCE PURPOSES AND THE IMPROVEMENT OF EVALUATION METHODS. THE BATTERY CONSISTS OF SIX TESTS: (1) MATHEMATICS, (2) SCIENCE, (3) READING COMPREHENSION-LITERATURE, (4) READING COMPREHENSION-SOCIAL STUDIES, (5) SOCIAL STUDIES-GENERAL INFORMATION, AND (6) ENGLISH LANGUAGE. RELIABILITY DATA INCLUDED INTERCORRELATIONS OF THE SUBTEST AND CORRELATIONS OF THE SUBTEST WITH THE TOTAL TEST SCORE. THE RELIABILITY OF THE TOTAL SCORE EXCEEDED .90 AND MET ACCEPTABLE STANDARDS. CONTENT VALIDITY WAS ESTABLISHED BY THE JUDGMENT OF TEACHERS, SCHOOLS SUPERVISORS, AND EXPERTS ON THE SUBJECT MATTER. WHILE CORRELATIONS BETWEEN TEST SCORE AND GRADE-POINT AVERAGE WERE USED TO DETERMINE CONCURRENT VALIDITY, HOWEVER, VALIDITY WITH RESPECT TO PREDICTION OF ACADEMIC ACHIEVEMENT, SUCCESS IN SCHOOL, AND EFFECTIVENESS OF THE TESTS FOR TREATMENT AND PLACEMENT PURPOSES STILL REQUIRES A FOLLOW-UP STUDY. THE NORMS WERE BASED ON A SAMPLE OF CLASSES, GRADES NINE AND 10, IN ACCREDITED ACADEMIC HIGH SCHOOLS. A MORE DETAILED DISCUSSION OF THE TESTS IS GIVEN IN HEBREW. (CG)

**ED 019 709** CG 001 919  
KENYON, GERALD S.  
**VALUES HELD FOR PHYSICAL ACTIVITY BY SELECTED URBAN SECONDARY SCHOOL STUDENTS IN CANADA, AUSTRALIA, ENGLAND AND THE UNITED STATES.**

Wisconsin Univ., Madison.  
Report No.—BR-5-8400; CRP-S-376  
Pub Date—75B64  
Contract—OEC-6-10-179  
Note—249P.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**  
Descriptors—Athletics, \*Comparative Analysis, Individual Characteristics, \*Physical Activities, Sex Differences, \*Student Attitudes, \*Urban Youth  
THIS PROJECT SOUGHT TO DETERMINE: (1) THE ATTITUDES TOWARD, AND THE NATURE AND DEGREE OF INVOLVEMENT IN, PHYSICAL ACTIVITY OF URBAN SECONDARY SCHOOL STUDENTS AS A FUNCTION OF COUNTRY, SEX, AND LEVEL OF EDUCATIONAL ATTAINMENT, AND (2)



THE SIGNIFICANCE OF CERTAIN BEHAVIORAL, DISPOSITIONAL, AND SITUATIONAL VARIABLES IN EXPLAINING ATTITUDES TOWARD, AND INVOLVEMENT IN, PHYSICAL ACTIVITY. ABOUT 4,000 STUDENTS FROM CANADA, AUSTRALIA, ENGLAND, AND THE UNITED STATES WERE ADMINISTERED THREE INVENTORIES AND CERTAIN DISPOSITIONAL AND SITUATIONAL MEASURES. THE DATA WERE SUBMITTED TO A NUMBER OF ANALYSES AND LEAD TO THE FOLLOWING CONCLUSIONS: (1) ATTITUDE TOWARD PHYSICAL ACTIVITY IS A FUNCTION OF THE PERCEIVED INSTRUMENTAL VALUE ASSOCIATED WITH THE ACTIVITY TOWARD WHICH THE ATTITUDE IS EXPRESSED, AND IS A FUNCTION OF OTHER ACQUIRED BEHAVIORAL DISPOSITIONS, (2) THE RELATIVE POSITIONS OF EACH OF THE SEVEN DIMENSIONS OF ATTITUDE ARE CONSISTENT ACROSS THE FOUR COUNTRIES, AND (3) OLDER STUDENTS ARE MORE DISPOSED TOWARD PHYSICAL ACTIVITY AS AN ASCETIC EXPERIENCE AND AS CATHARSIS THAN ARE THE YOUNGER ONES. (AUTHOR/RD)

ED 020 550 CG 002 335

MCCOBY, MICHAEL. MODIANO, NANCY. CULTURAL AND SOCIOLOGICAL FACTORS RELATING TO LEARNING DEVELOPMENT. FINAL REPORT.

New York Univ., N.Y. School of Education. Report No.—BR-6-8636  
Pub Date—31 AUG 67  
Contract—OEG-1-7-068636-0191  
Note—118P.

EDRS Price MF-S0.83 HC-S6.01 Plus Postage. Descriptors—\*Cognitive Development, Family Relationship, Minority Group Children, \*Personality Development, \*Sociocultural Patterns, \*Socioeconomic Influences.

THE PRIMARY PURPOSE OF THIS STUDY WAS TO COMPARE CULTURAL AND CHARACTER VARIABLES AND RELATE THEM TO THE COGNITIVE DEVELOPMENT OF MEXICAN PEASANT CHILDREN. THE CULTURAL VARIABLES STUDIED INCLUDE ECONOMIC LEVELS, MORAL AND AFFECTIVE JUDGMENTS, AND THE RELATIONSHIPS BETWEEN PARENTS AND CHILDREN. MODES OF ASSIMILATION, SOCIAL RELATIONS, FIXATIONS, AGGRESSIVENESS, HOSTILITIES, FEARS, ASPIRATIONS, FANTASIES, AND PRODUCTIVITY WERE THE CHARACTER VARIABLES. THE COGNITIVE VARIABLES INCLUDE GENERAL LEVEL OF INTELLECTUAL FUNCTIONING, EQUIVALENCE AND DIFFERENCE JUDGMENTS, MORAL REASONING, AND ATTRIBUTIONS OF LIFE AND CAUSALITY. IT WAS CONCLUDED THAT VILLAGE CHILDREN DID TEND TO DEVELOP THOSE INTELLECTUAL SKILLS MOST FUNCTIONAL FOR THEIR SOCIETY. ADDITIONAL CONCLUSIONS AND IMPLICATIONS ARE GIVEN. (CG)

ED 027 153 RE 001 518

Blom, Gaston E. And Others

Content Analysis and Children's Responses to First-Grade Readers in the United States and Foreign Countries. Final Report.

Colorado Univ., Denver. Medical Center. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Pub Date—15 Oct 68  
Contract—OEG-6-10-123  
Note—86p.

EDRS Price MF-S0.83 HC-S4.67 Plus Postage. Descriptors—\*Foreign Countries, Grade 1, Personality Development, Reading Material Selection, \*Reading Research, Sociocultural Patterns, \*Textbook Evaluation.

Motivational aspects of the content of first-grade reading textbooks used in the United States and in several foreign countries, as well as textbooks formerly used in the United States, were explored, using both sociocultural and personality development dimensions in the analyses. Exploration of the nature of reading textbook content and its influence on reading acquisition and on cultural transmission was accomplished. Among the findings were indications of a lesser degree of masculine-oriented behavior than of feminine-oriented behavior in basal readers, a close approximation of typical basal text suburban characteristics in multiethnic series, and a considerable variation between subject matter of books chosen by children in libraries and that of reading materials used in schools. Stories told by first graders from various socioeconomic and cultural settings were collected for theme analysis, and cross-national studies of first-grade reading textbooks from four countries were conducted. Practical applications of research results included a teachers' selection guide for choosing material for children. An extensive bibliography of supplementary materials related to the investigation and appendices of coding manuals, attitude sets, and published and unpublished articles are included. (Author/MKD)

ED 028 271 AL 001 274

Hymes, Dell H. Cross-Cultural Differences in the Role of Language: An Exploration of Ethnographic Literature. Final Report.

Pennsylvania Univ., Philadelphia. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Pub Date—Jan 68  
Contract—OEG-1-7-068784-0288  
Note—597P.

Available from—Department of Anthropology, University of Pennsylvania, 33rd and Spruce Streets, Philadelphia, Pennsylvania 19104.

EDRS Price MF-S1.83 Plus Postage. HC Not Available from EDRS.

Descriptors—African Culture, Anthropology, \*Child Language, Comparative Analysis, \*Cross Cultural Studies, Cultural Differences, Cultural Traits, \*Ethnology, Field Studies, \*Language Role, Linguistic Competence, Linguistic Performance, Social Characteristics, \*Sociolinguistics. Identifiers—Aibon, Ashanti.

This report describes the steps by which ethnographic literature was explored for cross-cultural differences in the role of language with particular reference to its acquisition and use by children. The exploration is put in the context of ongoing work in the development of a systematic guide to field studies of this sort. A principal effort of the research was to develop an organized set of ethnographic queries for this purpose. Its use is illustrated with regard to an analysis of data from the Ashanti of Nigeria. Explicit formal analysis of rules employed in speaking and acquired by children is a major problem. One approach is exemplified in analysis of data from the Aibon of Argentina. The concepts of "competence" and "performance," as currently used in linguistic theory, are critically analyzed. Some of the problems in characterizing societies as to the role of language are indicated. This document consists of a 16-page introductory section (preface, summary, introduction, methods, findings and results, conclusion and recommendations, references) and seven appended reports: (A) "Societies for Which Data Were Obtained"; (B) and (C) "An Ethnology of Communication Among the Ashanti"; (D) "The Aibones—Ethnography of Speaking"; (E) "Linguistic Aspects of Comparative Political Research"; (F) "Linguistic Aspects of the Concept of

"Tribes"; and (G) "On Communicative Competence." (Author/ID)

ED 030 581 SP 002 088

Eaton, Joseph W. Chen, Michael. Influences: The Youth Culture; A Study Of Youth Organizations In Israel. Final Report.

Henrietta Sfold Inst., Jerusalem (Israel). Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Pub Date—1 Feb 69  
Contract—OEG-4-10-010  
Note—396p.

Available from—Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212

EDRS Price MF-S1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Acculturation, Attitudes, Developing Nations, Disadvantaged Youth, History, Immigrants, Individual Development, Leadership, Nationalism, \*National Organizations, \*National Surveys, Participant Involvement, Political Influences, Program Planning, Recruitment, Social Influences, Socialization, Social Status, Values, \*Youth, Youth Leaders, Youth Opportunities, \*Youth Programs.

Identifiers—Gadna Youth Corps, Israel.

A case study was made of comprehensive efforts to get young people to identify with the core ideals of the parental generation through youth organizations in Israel, where over 90% of the adolescents report an active involvement in one or more of three nationwide programs: youth movements, sponsored by political parties and the Scouts; the "Gadna" youth corps, sponsored jointly by the schools and the Ministry of Defense—a sort of high school R.O.T.C. with pre-military as well as national service goals; and beyond-school programs providing group work, skill training, education, and recreational services in community centers and in school buildings after hours. Large samples of youths and youth leaders were interviewed. Among the variables studied were recruitment, programming, resignation, leadership, and attitudes toward national service. Special attention was given to efforts to reach the poor and immigrants. It was found that the overwhelming mood of Israeli youth is not alienation but identification with their country's past, its complex present, and its need for development. The organizations designed to reinforce these attitudes rely more on cooperation than on adult direction. Their peer-group oriented programs, emphasizing individual self-development and national service, provide adolescents with opportunities to acquire status. (Included are historical details and discussion of the implications for nation building and for youth culture management.) (Author/JIS)

ED 032 329 TE 499 923

Allen, B. J., Jr.

Impact of the Study of Communism on Student Attitudes toward Democratic Values. Final Report.

Florida State Univ., Tallahassee. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Pub Date—3 Oct 68  
Contract—OEG-4-8-070025-0009-057  
Note—101P.

Available from—ERIC Clearinghouse on the Teaching of English, 508 So. Sixth St., Champaign, Ill. 61820 (on loan only)

EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitude Tests, \*Communism, Democracy, \*Democratic Values, Educational Background, Parental Background, Political Attitudes, \*Political Influences, Political Science, Social Sciences, \*Social Studies, \*Student Attitudes, Student Evaluation, Student Reaction, Teacher Background, Teacher Influence, Testing

**Identifiers—Allan Scale of Beliefs**

This research was conducted to determine whether 6 weeks devoted to the study of communism would develop greater commitments to democratic values among secondary school students. Also studied were the effects of teacher background, fathers' education levels, students' political preferences, and the time, extent and pattern of instruction on the change in students' attitudes toward democratic values. To measure any change in thought, the Allan Scale of Beliefs was administered before and after the instruction period to 1612 students from four Florida counties. Findings revealed that gains in positive attitudes toward democracy (1) were generally offset for most students by the negative effects produced, (2) were higher for students whose fathers were college educated than for students whose fathers had less education, (3) were negative for students expressing an "other" political preference, (4) were higher among students receiving instruction from teachers with average backgrounds than from those with above average or superior backgrounds, and (5) were little affected by class size or organization. (The Allan Scale of Beliefs and statistical results are appended.) (Author/JM)

ED 034 320 EA 002 688

Langton, Kenneth P. Karns, David A.

**A Cross National Study of the Relative Influence of School Education: A Causal Analysis.**

Michigan Univ., Ann Arbor.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 69

Contract—OEG-8-080069-3726

Note—81p.

**EDRS Price MF-0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—Cross Cultural Studies, "Economic Development, Family Environment, "Family Influence, Participation, "Political Socialization, "School Role, Secondary Education, Social Development, "Socioeconomic Influences, Statistical Studies

This study examines, within a single model, the relative influence of family, school, and work group participation upon different levels of political efficacy and participation within a developmental context. The study is a preliminary analysis because only data for the U.S.A., Great Britain, Germany, Italy, and Mexico were obtainable. Guttman-type scales were generated for nonpolitical forms of participation in family, school, and work group as well as for political efficacy and participation. Significant nonlinearity of the relationships between dependent and independent variables suggested the use of the "dependency analysis" form of causal modeling in place of path coefficient analysis. Discussion of the many findings is extensive. (DE)

ED 036 880 CG 005 199

Kohen-Rez, Reuven

**Physiological Maturation and the Development of Formal Thought at Adolescence. Final Report.**

Hebrew Univ., Jerusalem (Israel).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Oct 69

Contract—OEG-1-7-071309-4566

Note—218p.

**EDRS Price MF-0.83 HC-\$11.37 Plus Postage.**

**Descriptors**—Adolescence, Educational Background, Elementary School Students, "Followup Studies, Logic, Longitudinal Studies, "Mental Development, Parents, "Physiology, "Socioeconomic Status, Thought Processes

The mental and physical development of 994 elementary school children, recruited from populations of High, Medium and Low socio-economic and educational level in Israel was followed up for two (and in part for three) years. The pupils were

given mental tests to measure the ability to understand the structure and direction of second order relationships and to reason a priori, even if the correct logical deduction is dissonant with experience. Physical growth was also assessed. Elaboration of parametric correlations indicated that substantial relations between physical and mental growth show up when season of birth is controlled by dichotomizing the sample into Winter and Summer born subjects. Applying a nonparametric data analysis, based on pairs matched closely for chronological age and parental education, and using longitudinally assessed criteria of physiological maturation as independent variables, a significant relationship between physiological maturation and mental growth were detected at all three socio-economic and educational levels. The findings indicate that pre-adolescence and early puberty are critical periods of maturationally determined acceleration in mental development, during which conspicuous progress is made in the ability of formal reasoning. (Author/SK)

ED 045 511

SO 000 397

Torrey, Judith V.

**Research in the Development of International Orientations During Childhood and Adolescence.**

American Political Science Association, Washington, D.C.

Pub Date—6 Sep 69

Note—23p; Paper presented at the Annual Meeting, American Political Science Association, New York, New York, September 2-6, 1969

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Bias, "Childhood Attitudes, Cognitive Processes, Cultural Pluralism, Discriminatory Attitudes (Social), Elementary School Students, "International Education, Language Role, "Political Attitudes, "Political Socialization, Research Projects, "Social Attitudes

The report gives the results of a pilot study on the attitudes of children concerning international topics. By use of a tightly structured questionnaire presented orally to children in grades 1 through 7, the author attempted to arrive at tentative findings concerning how attitudes toward other peoples and nations are formed and what role language plays in this formation. The results were: 1) the group membership of the child influences the attitudes held; 2) a relationship between the international attitudes and the cognitive process; 3) native language has an influence on the formation of attitudes toward other peoples and nations; and, 4) attitudes already held toward subjects of interest to the children influence the formation of international attitudes. Recommendations for further study are included along with a review of the literature, and a sample questionnaire. (CWB)

ED 052 094

SO 001 415

King, Edith W.

**Worldmindedness; The World: Context for Teaching in the Elementary School.**

Denver Univ., Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date—71

Note—238p.

Available from—Wm. C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001 (\$3.95)

**Document Not Available from EDRS.**

**Descriptors**—Affective Objectives, Community Study, Concept Teaching, "Cross Cultural Studies, Cultural Awareness, "Curriculum Development, Elementary Grades, Ethnic Studies, "Humanism, Humanities Instruction, Instructional Materials, Integrated Curriculum, "Interdisciplinary Approach, International Education, Learning Activities, "Social Studies, Social Val-

ues, Teacher Education, Teaching Techniques, Urbanization

**Identifiers—Universalism, "Values Education**

This book is designed to enhance a teacher's awareness of the possibilities that exist for teaching a broader and more worldly elementary curriculum. It is intended for use in pre-service training, especially social science methodology courses and in-service workshops, as well as for the professional growth of experienced personnel. Two basic positions are postulated: 1) that a humanistic framework is necessary for the social sciences; and, 2) that social sciences and the arts should be integrated. The text presents programs, techniques, models, designs, and projects for incorporating "worldmindedness" into the social sciences, and the language arts, music, art, and literature into the elementary school curriculum. Many of these learning activities are an outgrowth of Worldmindedness Institutes held at the University of Denver. In addition, the effects of an urbanized world are examined and ways in which the school community can be utilized to develop a sense of world-wide community among children, parents, and teachers are suggested. The volume closes with a discussion of teacher preparation and training in world dimensions. An extensive bibliography lists pertinent readings, books, pamphlets, articles or monographs to coincide with topics and material discussed in each chapter. Appendices include: 1) Materials of the Social Science Education Consortium; 2) MATCH Units; 3) Periodicals of Special Interest in Interpreting Negro Life in America. (Author/JSB)

ED 065 825

CG 007 514

Peck, Robert F.

**Coping Styles and Achievement: A Cross-National Study of School Children. Volume II of VII Volumes. Cultural Patterns of Coping.**

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—15 Aug 72

Contract—OEG-5-85-063

Note—1115p.

**EDRS Price MF-\$2.00 HC-\$59.61 Plus Postage.**

**Descriptors**—Academic Achievement, "Achievement, "Adjustment (to Environment), Adjustment Problems, Career Planning, "Cross Cultural Studies, Cultural Differences, Student Adjustment, Vocational Development

This is the first of a series of final report volumes on the Project, Coping Styles and Achievement: A Cross-National Study of School Children. The study was designed to develop a conceptual system for describing effective coping behavior in several cultures; to develop measures of coping style and coping effectiveness which would be uniformly applicable in the various cultures; and to determine the relationship of such coping behavior to academic performance, skill in coping with major problems of living, vocational aspirations, and career-centered values, in each country. The first two objectives were successfully met during the first two years of the study. A universally acceptable definition was evolved which describes the attitudinal and behavioral components of effective coping behavior. A diversified battery was developed for assessing these characteristics in a variety of ways, and for assessing the aspirations, career values, and performance of the children in the various countries studied. (Author/WS)

ED 069 599

SO 005 194

Gibson, Robert L. And Others

**A Comparative Study of the Academic Achievements of Secondary Age Students of the United States and the British Isles.**

Indiana Univ. Foundation, Bloomington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 72

Note—226p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Academic Ability, \*Academic Achievement, Comparative Analysis, \*Comparative Education, \*Cross Cultural Studies, Educational Practice, \*Educational Research, \*Secondary Education

Identifiers—\*British Isles, United States

This report compares the influences of educational practices of the British Isles and the United States on secondary pupil achievement in the basic subject matter areas at each successive grade level. The objective of the study is to test the hypotheses that: (1) significant differences will be found between students' mean achievements in the basic subject matter areas across ability levels; (2) specific periods could be identified wherein students' achievement across ability levels and grade levels for respective countries becomes statistically different; and (3) factors could be identified which influence pupil achievement. Test instruments include the California Achievement Test, Otis Ability Test, a project-developed test, and other data-gathering methods. A few of the major findings are that grade point averages are more significant predictors for student gains and levels of achievement than standardized achievement tests; high ability students consistently gain more than average or low ability students; British high ability students and U. S. average and low ability students show higher levels of achievement in reading than their respective counterparts; U. S. students register higher levels of achievement in language usage and in mathematics. Contents also include research related to this report, a broad overview of educational structure in both countries, and implications and recommendations of the research. (Several pages may be illegible.) (SJM)



## Other

ED 023 693

TE 499 975

Buyer, Barry K., Hicks, E. Perry.

**Images of Africa: A Report on What American Secondary School Students Know and Believe about Africa South of the Sahara.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEC-3-7-070724-2970

Note—40p.

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—\*African Culture, Area Studies, Black Culture, Black History, Developing Nations, \*Geographic Regions, \*Geography Instruction, Instructional Materials, Non Western Civilization, Program Evaluation, \*Social Studies, \*Student Evaluation, Student Testing, World Affairs, World Geography, World History

Identifiers—\*Africa, Project Africa

"Project Africa" surveyed selected seventh- and 12th-grade students in 24 states to determine (1) the specific nature of their images of Africa south of the Sahara, both before and after any formal study of this region, and (2) the types and accuracy of the students' knowledge about the region and its peoples. In one survey, students were asked to match stimulus words with regions of the world. In a second survey, a multiple choice test consisting of questions exclusively on Africa was used. The results of these surveys indicated that students have a stereotyped and inaccurate image of the region and that their basic knowledge about it is minimal. The conclusion is that, because students leaving secondary school should have a basic understanding of Africa, the region south of the Sahara must receive more adequate treatment, in both quantity and quality, than it presently does receive. (See also TE 499 973). (LH)

ED 026 933

FL 001 217

Becker, James M.

**An Examination of Objectives, Needs and Priorities in International Education in U.S. Secondary and Elementary Schools**

Foreign Policy Association, New York, N.Y.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—14 Nov 68

Contract—OEC-1-7-002908-2028

Note—127p.

**EDRS Price MF-50.83 HC-\$7.35 Plus Postage.**

Descriptors—Cross Cultural Training, Current Events, Educational Innovation, \*Educational Objectives, Educational Research, Educational Sociology, Elementary Schools, High School Curriculum, Information Dissemination, \*International Education, International Relations, Political Attitudes, \*Schools, Secondary Schools, Social Change, Social Sciences, \*Social Studies, Sociocultural Patterns, \*World Affairs

This research report compiled by the Foreign Policy Association is a collection of eight articles by key individuals in education and social sciences. The study's central theme is recognition of the rapid social and cultural change in human affairs, the need to review international education developments, and a clarification of educational objectives. Each paper examines how well U.S. schools are meeting the challenge of preparing today's youth for full participation in world affairs. Following a brief introduction by the project director, the essays explore ideas on the structure of, and problems inherent in international education, the high school social studies curriculum, the social sciences framework, information dissemination on world affairs education, technological progress, and concepts of a global society. (DS)

ED 031 612

AA 000 397

Becker, James M.

**An Examination of Objectives, Needs and Priorities in International Education in U.S. Secondary and Elementary Schools. Final Report.**

Foreign Policy Association, New York, N.Y. Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jul 69

Contract—OEC-1-7-062908-2028

Note—490p.

**EDRS Price MF-\$1.50 HC-\$26.11 Plus Postage.**

Descriptors—Curriculum Development, \*Educational Change, Educational Needs, Educational Objectives, Educational Research, \*Educational Resources, Elementary Education, \*Evaluation Methods, \*International Education, International Relations, Secondary Education, Social Studies, Surveys, Teacher Education, \*World Affairs

Selecting a set of convictions and assumptions about the need for and the process of change in the international education of American children and adolescents, a broad, cooperative study was undertaken concerning the following questions: (1) What is international education? That is, how can international education be most fruitfully defined or conceptualized? (2) What should be the major objectives of international education in the schools? That is, what contributions can and should the K-12 curriculum make to the international education of children and young people? (3) Given answers to these questions, what needs to be done with respect to curriculum development, basic research, and teacher education in the field of international education? (4) What intellectual talents and resources exist for undertaking needed research and development work and how can these be effectively mobilized? To give these questions final and universally acceptable answers was not the purpose of the study. Rather, it was to selectively survey the thinking of American educators and social scientists with respect to these questions through interviews, conferences, and meetings, and hopefully in so doing to lay the foundation for a continuing and systematic examination of needs, objectives, and priorities in international education. It was hoped that the conclusions and recommendations set forth in the study would serve as stimuli and guides to a continuing dialog and exploration as well as to new research and development efforts in the field of international education. (JH)

ED 065 367

SO 000 477

Anderson, Lee F.

**What Contributions Can and Should the Schools Make to the International Education of Children and Young People?**

Foreign Policy Association, New York, N.Y.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[68]

Note—57p.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**

Descriptors—Citizenship, \*Cross Cultural Training, Cultural Awareness, \*Curriculum Development, Elementary Grades, Foreign Culture, Fundamental Concepts, \*Global Approach, Humanism, \*International Education, International Relations, Models, School Role, Secondary Grades, Social Studies, \*World Affairs

Identifiers—\*Worldmindedness

In the initial part of this essay, the author attempts to summarize major "objects" of international understanding. First, in its broadest sense international understanding might be taken to mean an understanding of the world system. Second, it is useful to view the schools as being able to make three primary contributions to students' understanding of this world system—an understanding of: the earth as a planet; mankind as a species of life; and the global social system as one level of human

social organization. Third, a summary is offered of what there is about the planet, species, and international social system that educators and social scientists feel should be emphasized. The concept of international understanding also points toward certain qualities, characteristics, or capacities to be developed in individuals (referred to as "dimensions" of international understanding). In the second portion of the essay, the author attempts to deal with the question of what distinguishes the internationally competent citizen. After suggesting that individuals occupy six major kinds of roles in relation to the world system, an attempt is made to specify for each role the major characteristics that distinguish the internationally competent citizen. Finally, a summary of the essay is presented in the form of a typology, which sets forth major contributions that the K-12 curriculum should seek to make to students' international understanding. (Author/JLB)

ED 109 712

CS 501 075

Reynolds, William M., Ed.

**World Resources, ERIC First Analysis: 1975-76 National High School Debate Resolutions; and Reading List: Selected and Annotated.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill. Speech Communication Association, New York, N.Y.

Spans Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Contract—NEC-0-72-4636

Note—101p.; See related document CS501083

**EDRS Price MF-50.83 HC-\$6.01 Plus Postage.**

Descriptors—Annotated Bibliographies, Debate, \*Deposited Resources, Global Approach, International Programs, \*Natural Resources, \*Resource Allocations, Resource Materials, World Affairs, \*World Problems

Identifiers—\*National High School Debate Resolutions (1975 76)

This special issue of "The Forensic Quarterly" provides background information on the problem chosen for the national high school forensic series for the 1975-76 academic year: What policy for the development and allocation of scarce world resources would best serve the interests of the people of the world? Section one is a profile of scarcity and discusses such topics as the definition of scarce world resources, scarcity in food resources, energy resources, and mineral resources. Section two focuses on present controls over the development and allocation of scarce world resources and discusses the definition of development and allocation, development and allocation through trade, distribution and allocation through assistance and private investment, and development and allocation through the international monetary system. Section three discusses the definition of control by an international organization, expansion and adaptation of existing models, and new initiatives. Section four is an annotated bibliography of books, general periodicals, and government periodicals related to the issue of world resources. (TS)

ED 119 995

SE 020 397

Geppert, William J., And Others

**Introduction to Metric Measurement. A Guide for Instruction of Measurement Techniques in the International Metric System of Measurement. Reprint.**

Delaware State Dept. of Public Instruction, Dover, Del. Mod System, Dover, Del.

Spans Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation; National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date—Oct 74

Note—47p.; Occasional material ineffectively due to

colors used

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Curriculum, \*Curriculum Guides, Elementary Secondary Education, Instruction, \*Learning Activities, \*Mathematics Education, \*Measurement, \*Metric System, State Departments of Education, Tests, Worksheets, Workshops

**Identifiers**—Delaware, \*Del Mod System, National Science Foundation, NSF

This booklet provides the teacher with an overview of the development and use of the metric system, a set of rules and definitions of metric terms, a series of suggested activities related to the metric system, guidelines for conducting metric workshops, and a list of potential sources of resource materials. Measurement pre- and posttests are also included. Many of the activities described are appropriate for students at all grade levels. The tests are designed for secondary students. (SD)

**ED 124 490** SO 009 240

*Barendsen, Robert D. Comp. And Others*

**American Revolution: Selections from Secondary School History Books of Other Nations.**

Office of Education (DHEW), Washington, D.C.

Report No.—(OE)76-19124

Pub Date—76

Note—97p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01550-1, \$2.25)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—Colonial History (United States), Colonialism, \*Comparative Analysis, Comparative Education, \*Foreign Countries, Geography, \*History Textbooks, International Education, International Relations, Political Science, Religion, Revolution, \*Revolutionary War (United States), Secondary Education, Social Studies, Textbook Bias, \*Textbook Content, United States History

Selections from the recent history texts of 13 foreign countries are contained in this document as an effort to gather the curricular perceptions of other countries about key events or periods in American history related to the U.S. Revolutionary War. The compilation provides American secondary teachers with contemporary source material not otherwise readily available for teaching about the American Revolution, especially during the period of the bicentennial celebration. The collection is useful to teachers interested in inquiry learning, a comparative approach to history, or international understanding. Each entry represents the treatment of the subject in the textbooks of the country. Selections are from France, West Germany, Argentina, Mexico, Canada, Ghana, Egypt, Israel, Japan, People's Republic of China, India, Great Britain, and the U.S.S.R. Each selection is translated into English and identifies source and grade level it is written for. Compilers' interpretations of the selection are limited and factual errors are not corrected. (Author/ND)

### ED 003 417 MAIER, PAUL L. AND OTHERS THE IMPROVEMENT OF COLLEGE AND UNIVERSITY COURSES IN THE HISTORY OF CIVILIZATION.

Western Michigan Univ., Kalamazoo.  
Report No.—CRP-F-052  
Pub Date—65  
Note—182P.

**EDRS Price MF-S0.83 HC-S10.03 Plus Postage.**  
Descriptors—\*Conferences, \*Course Organization,  
\*Developmental Programs, \*History Instruction,  
\*Instructional Improvement, \*Questionnaires,  
\*World History  
Identifiers—KALAMAZOO, MICHIGAN  
A DEVELOPMENTAL CONFERENCE,  
CONSISTING OF LEADING AUTHORITIES  
IN HISTORY AND RELATED DISCIPLINES,  
WAS HELD IN JUNE 1964. THE SUGGESTIONS  
AND DIRECTIVES OF THE CONFERENCE  
WERE IMPLEMENTED. PRELIMINARY  
SAMPLING VISITS WERE MADE AT REPRESENTATIVE  
INSTITUTIONS, AND MATERIALS AND INSTRUMENTS  
FOR THE MAJOR INVESTIGATION WERE  
PREPARED. RESEARCH PROCEDURES INCLUDED  
THE COLLECTION OF QUESTIONNAIRES, INTERVIEWS  
WITH REPRESENTATIVES FROM INSTITUTIONS,  
DATA COLLECTION, DISCUSSION OF FINDINGS,  
DISSEMINATION OF THE RESULTS. THE CONCLUSIONS  
REACHED WERE MANY AND VARIED. IN GENERAL,  
THERE WAS SUPPORT FOR THE BASIC CAUSE,  
CONCERN OVER TEACHING METHODS, AND THE  
BELIEF THAT HIGH SCHOOL PREPARATION  
WAS NOT ADEQUATE. THE PROJECT RECEIVED  
GENERAL SUPPORT FROM MOST OF THE INSTRUCTORS  
INTERVIEWED. (RS)

### ED 003 904 NOSTRAND, HOWARD L. STUDIES OF THE LIFE WORK OF FOUR CONTEMPORARY FRENCH AUTHORS.

Washington Univ., Seattle.  
Report No.—NDEA-VI-108-5  
Pub Date—63  
Contract—OEC-2-14-031  
Note—105P

### EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Creative Writing, Foreign Culture,  
\*French, \*Language Research, \*Literature, Poetry,  
Rhetoric  
Identifiers—FRENCH CULTURE RESEARCH  
PROJECT, SEATTLE, WASHINGTON  
REPORTED ARE ANALYSES OF THE WORKS OF  
FOUR CONTEMPORARY FRENCH AUTHORS (RENE  
MARILL ALBERES, YVES BOURNEVOY, MICHEL BUTOR,  
AND JEAN BRULLER UNDER THE PSEUDONYM  
VERCORS). THE ANALYSES WERE PREPARED IN  
FRENCH BY THE INDIVIDUAL AUTHORS FOR THE  
FRENCH CULTURE RESEARCH PROJECT, A  
LANGUAGE RESEARCH EFFORT. THE STUDIES  
ILLUSTRATE THE AUTHORS' THEMES IN POETRY,  
NOVELS, AND IMAGINATIVE AND CRITICAL  
WRITINGS. (WN)

### ED 010 416 ASKIN, WALTER M. A SURVEY OF CURRENT TEACHING APPROACHES TO IMAGE MAKING IN THE ART SCHOOL OF BRITAIN.

California State Coll., Los Angeles.  
Report No.—BR-5-8299; CRP-S-421-65  
Pub Date—25 OCT 66  
Contract—OEC-6-10-265

### EDRS Price MF-S0.83 HC-S1.67 Plus Postage. Descriptors—Art Activities, \*Art Education, Art Expression, \*Foreign Countries, \*Instructional Innovation, \*Surveys, \*Teaching Techniques Identifiers—CALIFORNIA, LOS ANGELES, UNITED KINGDOM

SELECTED ART SCHOOLS AND COLLEGES  
IN ENGLAND, SCOTLAND, AND NORTHERN  
IRELAND WERE SURVEYED TO DETERMINE  
THEIR CURRENT TEACHING APPROACHES TO  
IMAGERY. DATA COLLECTION INVOLVED (1)  
PERSONAL VISITS, (2) DISCUSSIONS WITH  
STUDENTS, STAFF, AND ADMINISTRATORS,  
(3) AN EXTENSIVE EXAMINATION OF WORKS  
OF ART BY STUDENTS AND ARTIST-TEACHERS,  
AND (4) A REVIEW OF THE GENERAL ART  
SCENE. FINDINGS REVEALED THAT MANY  
PROGRAMS IN BRITISH INSTITUTIONS,  
RESPONSIBLE FOR DEVELOPING ARTISTS,  
BRING THE PROFESSIONAL ART WORLD IN  
CLOSE CONNECTION WITH THE STUDIO  
CLASSROOM. IT WAS CONCLUDED THAT THE  
GENERAL CHARACTER OF IDEA PRESENTATIONS  
IN BRITISH ART SCHOOLS WAS HELPFUL TO  
THE STUDENT IN HIS USE OF IMAGERY.  
THESE RECOMMENDATIONS WERE MADE—(1)  
INSTRUCTIONAL PROJECTS IN ART SHOULD  
ENCOURAGE THE EXPLORATION OF IMAGES  
AS A PART OF A TOTAL PICTORIAL CONCEPT,  
RATHER THAN AS ISOLATED ELEMENTS, AND  
(2) SUCH PROJECTS SHOULD PROMPT THE  
STUDENT TO RELY ON HIS DIRECT EXPERIENCE  
AND RESEARCH. (GC)

### ED 010 453 TAYLOR, GEORGE E. AND OTHERS SINO-AMERICAN CONFERENCE ON INTELLECTUAL COOPERATION: REPORT AND PROCEEDINGS, HELD AT THE UNIVERSITY OF WASHINGTON, JULY 10-15, 1960.

Washington Univ., Seattle.  
Report No.—NDEA-VI-5  
Pub Date—60  
Note—332P.

### EDRS Price MF-S1.00 HC-S18.07 Plus Postage. Descriptors—\*Conferences, \*Cooperative Programs, \*Intercommunication, Intercultural Programs, \*Interdisciplinary Approach, International Education, \*International Relations, National Programs

Identifiers—CHINA, SEATTLE, TAIWAN,  
WASHINGTON

SCHOLARS FROM THE UNITED STATES  
AND THE REPUBLIC OF CHINA MET TO  
DISCUSS INTELLECTUAL COOPERATION  
AND COMMUNICATION BETWEEN THE TWO  
COUNTRIES. CONFERENCE PARTICIPANTS  
(N 76) PLACED EMPHASIS ON THE UNITY  
OF KNOWLEDGE AND THE UNIVERSALIZATION  
OF DISCIPLINES. MAJOR RECOMMENDATIONS  
WERE—(1) MUTUAL AGREEMENT ON OBJECTIVES,  
ON THE APPROACH, AND ON THE CONCEPTS  
TO BE USED IN ALL INTELLECTUAL ENTERPRISES,  
(2) ACTIVE COOPERATION BETWEEN  
SCHOLARS OF DIFFERENT COUNTRIES IN  
JOINT RESEARCH ENTERPRISES ON A  
DISCIPLINARY AS WELL AS A MULTIDISCIPLINARY  
BASIS, (3) ACCEPTANCE BY THE UNIVERSITY  
COMMUNITY OF A FULL SHARE IN THE  
RESPONSIBILITY FOR INTERNATIONAL  
INTELLECTUAL COOPERATION, AND (4)  
ESTABLISHMENT OF SOME SORT OF  
ORGANIZATION IN EACH COUNTRY WHICH  
WILL REPRESENT AND BE RESPONSIBLE  
TO ACADEMIC INSTITUTIONS IN ORDER  
TO CARRY OUT THE

### ED 010 604 GUMPERZ, ELLEN M. FOREIGN AREA STUDIES IN AMERICAN HIGHER EDUCATION.

California Univ., Berkeley. Center for the Study of  
Higher Education.  
Report No.—BR-5-0248; PROJECT-C-07  
Pub Date—SEP 66  
Contract—OEC-6-10-106  
Note—88P.

### EDRS Price MF-S0.83 HC-S4.67 Plus Postage. Descriptors—\*Area Studies, \*College Programs, Developing Nations, Foreign Countries, Foreign Culture, Higher Education, \*Historical Reviews, \*International Education, \*International Relations, Language, World Problems Identifiers—BERKELEY, CALIFORNIA

THE 20TH-CENTURY MATURATION OF  
FOREIGN AREA STUDY CURRICULUMS IN  
U.S. COLLEGES AND UNIVERSITIES WAS  
DESCRIBED. THE DESCRIPTION ACCOUNTED  
FOR THE DEVELOPMENT OF TWO RELATED  
FACETS OF AREA STUDIES—GENERAL  
EDUCATION AND APPLIED RESEARCH  
AND DEVELOPMENT. GENERAL AREA STUDY  
WOULD USUALLY CONSIST OF COURSES IN  
VARIOUS DISCIPLINES OF THE HUMANITIES  
AND SOCIAL SCIENCES, FOCUSING ON  
PAST AND PRESENT CHARACTERISTICS  
OF A PARTICULAR WORLD AREA AND  
INCLUDING A COURSE IN THE MODERN  
LANGUAGE OR LANGUAGES OF THAT AREA.  
APPLIED RESEARCH AND DEVELOPMENT  
WOULD PERTAIN TO TECHNICAL AND  
ECONOMIC ASSISTANCE PROGRAMS IN SUCH  
FIELDS AS AGRICULTURE, PUBLIC HEALTH,  
AND EDUCATION, AND WOULD USUALLY  
INVOLVE WORKING DIRECTLY WITH U.S.  
GOVERNMENT AGENCIES AND COOPERATIVELY  
WITH OTHER EDUCATIONAL INSTITUTIONS.  
(JH)

### ED 013 991 BERNSTEIN, EDGAR THE MYSTERY OF TORRALBA-THREE INVESTIGATIONS.

Chicago Univ., Ill.  
Report No.—BR-6-2445  
Pub Date—66  
Note—43P.

### EDRS Price MF-S0.83 HC-S2.06 Plus Postage.

Descriptors—Ancient History, \*Archaeology,  
\*Audiovisual Aids, Cultural Factors, Investigations,  
\*Models, \*Simulation, \*Social Studies  
ARCHEOLOGICAL DATA AND INTERPRETATIONS  
FROM THREE INVESTIGATIONS ARE USED  
TO PRESENT STUDENTS WITH THE TASK  
OF ANALYZING A SITE AT TORRALBA,  
LOCATED APPROXIMATELY 100 MILES  
NORTHEAST OF MADRID, SPAIN. SITE  
DRAWINGS, PHOTOGRAPHS, AND ACRYLIC  
MODELS OF ARTIFACTS ARE USED.  
STUDENTS DO NOT ENGAGE IN THE ACTUAL  
FIELD WORK BY WHICH DATA ARE  
ACCUMULATED. HOWEVER, THE OPPORTUNITY  
IS PROVIDED TO SIMULATE THE ROLE  
OF AN ARCHEOLOGIST THROUGH  
SUBTASKS OF (1) SIFTING, ANALYZING,  
AND ORGANIZING THE DATA TO  
ESTABLISH HYPOTHESES, (2) TESTING  
THE HYPOTHESES THROUGH CONSIDERATION  
OF SPECIFIC DATA, AND (3) MODIFYING  
THE HYPOTHESES INTO CONCLUSIONS  
THAT ARE IN KEEPING WITH CAREFUL  
ANALYSIS. THE INVESTIGATIONS ARE  
INTENDED TO SHOW THE STUDENT BOTH  
THE POTENTIAL AND THE LIMITS OF DATA  
ANALYSIS FOR EXPANDING ARCHEOLOGICAL  
KNOWLEDGE AND

**ED 013 993** AA 000 261  
**MARTONFY, ANDREA PONTECORVO AND OTHERS**  
**MEDIAEVAL STUDIES.**  
 Chicago Univ., Ill.  
 Report No.—BR-6-2445-2  
 Note—103p.

**EDRS Price MF-50.83 HC-56.01 Plus Postage.**  
 Descriptors—\*Cultural Background, \*Curriculum Guides, Economic Status, \*Medieval History, Models, Political Socialization, \*Questioning Techniques, \*Social Studies

A CURRICULUM GUIDE ON MEDIAEVAL STUDIES IS PRESENTED, INCLUDING TEACHER MATERIALS AND STUDENT PROBLEM SETS. THE TEACHER MATERIALS DESCRIBE AND EXPLAIN THE ECONOMIC, SOCIAL, AND POLITICAL ASPECTS OF MANORIAL LIFE-THE PREDOMINANT FORM OF AGRICULTURAL LIFE IN NORTHERN FRANCE, ENGLAND, AND GERMANY DURING THE PERIOD FROM APPROXIMATELY 800 TO 1300 A.D. AN INTRODUCTION IS ALSO GIVEN TO THE DISTINCTION BETWEEN "SOCIAL" AND "CULTURAL" SYSTEMS AS APPLICABLE TO MEDIAEVAL LIFE. STUDENTS MAY OBTAIN ADDITIONAL INFORMATION THROUGH A QUESTION PERIOD AND RECOMMENDED READING. DESCRIPTIVE ESSAYS ARE TO BE WRITTEN BY THE STUDENTS AND THEN USED AS THE BASIS FOR CLASS DISCUSSION. SORT CARDS ARE TO BE USED IN AN EXERCISE TO PRESENT SPECIFICS SO STUDENTS CAN CONSTRUCT A HYPOTHETICAL MODEL OF FRENCH FEUDALISM DURING THE MEDIAEVAL PERIOD. DOCUMENT EXCERPTS FROM CORRESPONDENCE BETWEEN VARIOUS ROMAN CATHOLIC POPES AND LAY LEADERS DURING THE MEDIAEVAL PERIOD ARE INCLUDED. SAMPLE QUESTION SHEETS FOR STUDENT COMPLETION ARE ALSO ILLUSTRATED. (TC)

**ED 014 062** AL 000 754  
**BEARDSLEY, RICHARD K. HALL, JOHN WHITNEY**

**TWELVE DOORS TO JAPAN.**

Pub Date—65  
 Contract—OEC-SAE-8861  
 Note—1p.

**Document Not Available from EDRS.**

Descriptors—\*Anthropology, \*Asian History, Cultural Background, Cultural Traits, \*Culture, Economic Development, Education, Fine Arts, Geography, Individual Psychology, \*International Education, \*Japanese Literature Reviews, Political Science, Religion, Social Psychology, Social Sciences, \*Sociocultural Patterns, Sociology

IDENTIFIERS—JAPAN  
 THE TWELVE DOORS OF THIS COLLEGE-LEVEL TEXT ARE TWELVE CHAPTERS ON ASPECTS OF JAPAN AND JAPANESE CULTURE AS TREATED BY VARIOUS ACADEMIC DISCIPLINES. THE AUTHORS' PURPOSE IN CHOOSING THIS FORMAT WAS TO PRESENT INTRODUCTORY INFORMATION ABOUT JAPAN AND TO ACQUAINT STUDENTS WITH THE AIMS, MATERIALS, AND METHODS OF DISCIPLINES OTHER THAN THE ONE THEY ARE TRAINED FOR BY THEIR UNDERGRADUATE WORK. INTRODUCTORY CHAPTERS TREAT FAIRLY CONCRETE, VISIBLE SUBJECT MATTER OR INVOLVE DISCIPLINES WITH A FAMILIAR SCHEME OF COORDINATES (GEOGRAPHY, ANTHROPOLOGY, HISTORY, AND LINGUISTICS). THE TEXT PROCEEDS WITH CHAPTERS ON MORE ABSTRACT ASPECTS OF TRADITIONAL JAPANESE CULTURE (LITERATURE, ART, PHILOSOPHY). CULTURE AND THE IN-

DIVIDUAL IS CONSIDERED THROUGH PERSONALITY, PSYCHOLOGY, AND EDUCATIONAL SYSTEMS. FINAL CHAPTERS INCLUDE DISCIPLINES TREATING CONTEMPORARY JAPAN (POLITICAL SCIENCE, LAW AND ECONOMICS). THE CHAPTERS ON JAPANESE LINGUISTICS AND LITERATURE WERE WRITTEN BY JOSEPH K. YAMAGIWA AND THE CHAPTER ON LAW IN JAPAN BY B. JAMES GEORGE, JR. SELECT BIBLIOGRAPHIES ARE APPENDED TO ENCOURAGE STUDENT USE OF OUTSIDE READING MATERIALS. THIS TEXT IS PUBLISHED BY MCGRAW-HILL BOOK COMPANY, NEW YORK, AND COSTS \$9.95. (JD)

**ED 014 697** AL 000 728  
**KRAHER, LAWRENCE**  
**PEOPLES OF CENTRAL ASIA. URALIC AND ALTAIC SERIES, VOLUME 26.**

Indiana Univ., Bloomington.  
 Report No.—, NDEA-6-127  
 Pub Date—63  
 Note—1p.

**Document Not Available from EDRS.**

Descriptors—\*Anthropology, \*Area Studies, \*Asian History, Communism, Culture, Demography, \*Ecology, Economics, Ethnic Groups, Family (Sociological Unit), Folk Culture, Geography, Indo European Languages, Language Classification, Political Divisions (Geographic), Religion, Sociology, Uralic Altaic Languages

IDENTIFIERS—CENTRAL ASIA, KAZAKHSTAN, SOVIET UNION  
 THE PRIMARY PURPOSE OF THIS VOLUME IS TO INTRODUCE THE READER TO THE INDIGENOUS PEOPLES AND CULTURES OF CENTRAL ASIA, WITH A SECONDARY FOCUS ON THE CHANGES WHICH TOOK PLACE DURING THE PERIODS OF TSARIST AND SOVIET RULE. CHAPTERS ARE ARRANGED IN THE FOLLOWING ORDER—(I) ECOLOGY AND ECONOMY, (II) LANGUAGES, WITH APPENDED INFORMATION ON TURKIC LANGUAGES, (III) FORMATION OF PEOPLES, (IV) HISTORY, (V) RELIGION, (VI) FAMILY AND SOCIETY, (VII) DEMOGRAPHY, WITH 30 APPENDED DEMOGRAPHIC TABLES, AND (VIII) CITIES, WITH TWO APPENDED POPULATION AND URBAN TABLES. APPENDICES CONTAIN—(I) TABLES OF CURRENT ECONOMIC DEVELOPMENT OF CENTRAL ASIA AND KAZAKHSTAN, (II) TRIBAL DIVISIONS, (III) CHART OF THE ESTABLISHMENTS OF THE CENTRAL ASIAN REPUBLICS, AND (IV) BRIEF NOTICES OF KAZAKHSTAN AND THE REPUBLICS OF CENTRAL ASIA. THIS VOLUME MAY BE OBTAINED FOR \$4.00 FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (AMM)

**ED 014 704** AL 000 744  
**RUPEN, ROBERT A.**  
**MONGOLS OF THE TWENTIETH CENTURY, PART I. URALIC AND ALTAIC SERIES, VOLUME 37, PART I.**

Indiana Univ., Bloomington.  
 Report No.—, NDEA-6-299-1; P-66  
 Pub Date—64

Note—1p.

**Document Not Available from EDRS.**

Descriptors—\*Area Studies, \*Asian History, Communism, Cultural Factors, Demography, Ethnic Groups, \*Geographic Regions, Geography, Political Divisions (Geographic), Political Socialization

IDENTIFIERS—BURYAT MONGOLIA, INNER MONGOLIA, MONGOLIAN PEOPLES REPUBLIC (OUTER MONGOLIA)

IN THIS COMPREHENSIVE SURVEY OF BURYAT MONGOLIA, INNER MONGOLIA, AND OUTER MONGOLIA (MONGOLIAN PEOPLE'S REPUBLIC), THE AUTHOR HAS FOCUSED ON THE LIVES AND WORKS OF KEY MONGOLS OF THIS CENTURY. THIS FOCUS BRINGS OUT THE CLOSE RELATIONSHIP OF POLITICAL FACTORS AND CULTURAL INFLUENCES, AND STRESSES THE CHANGING DEGREE AND CONTENT OF THE EDUCATION OF THE MONGOLS. CHAPTERS 1-4 COVER RUSSIAN RELATIONS WITH BURYAT MONGOLIA, AND THE HISTORY OF BURYAT MONGOLIA, OUTER MONGOLIA, AND PAN-MONGOLISM TO 1917. CHAPTER 5 DESCRIBES THE EVENTS LEADING TO THE ESTABLISHMENT OF THE MONGOLIAN PEOPLE'S REPUBLIC IN OUTER MONGOLIA IN 1921, AND THE GOVERNMENTS, ORGANIZATIONS, AND PERSONS WHO PLAYED IMPORTANT PARTS IN LATER MONGOLIAN DEVELOPMENT. PART TWO COVERS THE SOVIET PERIOD, FROM 1921 TO 1963 (THE TIME OF WRITING). APPENDICES FURNISH EXTENSIVE INFORMATION ON VARIOUS POLITICAL AND EDUCATIONAL INSTITUTIONS, OFFICIALS, AND RECORDS. A CHRONOLOGY AND INDEX, AS WELL AS 82 PHOTOGRAPHS AND MAPS OF THE MONGOLIAN PEOPLE'S REPUBLIC AND THE KALMUK ASSR, ARE INCLUDED. THIS VOLUME IS AVAILABLE FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (AMM)

**ED 014 710** AL 000 753

**LAMBERT, RICHARD D.**

**RESOURCES FOR SOUTH ASIAN AREA STUDIES IN THE UNITED STATES. REPORT OF A CONFERENCE CONVENED BY THE COMMITTEE ON SOUTH ASIA OF THE ASSOCIATION FOR ASIAN STUDIES FOR THE UNITED STATES OFFICE OF EDUCATION, FEBRUARY 23-25, 1961.**

Pennsylvania Univ., Philadelphia.

Report No.—NDEA-6-6

Pub Date—62

Note—1p.

**Document Not Available from EDRS.**

Descriptors—\*Area Studies, \*Conference Reports, Curriculum Planning, Educational Needs, \*Language and Area Centers, Material Development, National Programs, \*Uncommonly Taught Languages

IDENTIFIERS—AFGHANISTAN, CEYLON, INDIA, NEPAL, PAKISTAN, SOUTH ASIA  
 THE 721 WORKING PAPERS IN THIS BOOK WERE PREPARED BY AMERICAN SCHOLARS IN THE FIELD OF SOUTH ASIAN AREA AND LANGUAGE STUDIES FOR A CONFERENCE CONVENED BY THE COMMITTEE ON SOUTH ASIA OF THE ASSOCIATION FOR ASIAN STUDIES IN 1961. THE CONFERENCE DEALT WITH THE NEED FOR RESEARCH ON SPECIFIC COUNTRIES AND IN SPECIFIC DISCIPLINES AS WELL AS THE PRESENT CONDITION OF SOUTH ASIAN AREA STUDIES IN GENERAL. A COMPANION VOLUME, "RESOURCES FOR SOUTH ASIAN LANGUAGE STUDIES," CONCERNS THE DEVELOPMENT OF LANGUAGE PROGRAMS AND PERSONNEL. WHILE THIS VOLUME INTEGRATES THE TEACHING OF SOUTH ASIAN LANGUAGES WITH AREA STUDIES, INCLUDED WITH THE WORKING PAPERS IS A "REPORT OF THE CONFERENCE" WHICH SUMMARIZES THE MANY SPECIFIC SUGGESTIONS PRESENTED IN THE PAPERS AND DISCUSSED AT THE CONFERENCE MEETINGS. THIS BOOK IS PUBLISHED BY THE UNIVERSITY OF



**THE SAMOYED PEOPLES AND LANGUAGES, URALIC AND ALTAIC SERIES, VOLUME 14.**

Indiana Univ., Bloomington.

Report No.—NDEA-6-325; P-99

Pub Date—63

Note—1p.

**Document Not Available from EDRS.**

Descriptors—Anthropology, \*Area Studies, \*Asian History, Bibliographies, Cultural Traits, \*Culture, Dialects, Ethnic Groups, Ethnic Origins, Folk Culture, Language, Phonetic Analysis, Racial Characteristics, \*Samoyed Languages, \*Yurak Identifiers—NENETS, SELKUP, SIBERIA

THIS VOLUME IS AN EXTENSIVELY REVISED AND EXPANDED VERSION OF AN EARLIER WORK BY THE SAME AUTHOR (PUBLICATION 76 OF THE HUNGARIAN LINGUISTIC SOCIETY, BUDAPEST, 1949). THE WRITER PRESENTS THE VARIOUS ASPECTS OF SAMOYED CULTURE, WHICH PLAYED A GREAT ROLE IN THE DEVELOPMENT OF THE CULTURE OF NORTHERN SIBERIA. HE LINKS THE SAMOYEDS WITH THE FINNO-UGRIANS, WHO SHARE A COMMON URALIC CULTURAL AND LINGUISTIC ORIGIN. SEVERAL CHAPTERS ARE DEVOTED TO CHARACTERISTICS OF THE SAMOYED LANGUAGES AND DIALECTS, AND RESEARCH WHICH HAS BEEN CARRIED OUT IN THE FIELD. AN EXTENSIVE BIBLIOGRAPHY LISTS LINGUISTIC AND ETHNOGRAPHIC WORKS ON THE SAMOYEDS. THIS TEXT MAY BE OBTAINED FOR \$2.00 FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (AMM)

**ED 015 445**

AL 000 749

MCVEY, RUTH T.

INDONESIA.

Yale Univ., New Haven, Conn.

Report No.—NDEA-6-65

Pub Date—63

Note—1p.

**Document Not Available from EDRS.**

Descriptors—Anthropology, \*Area Studies, \*Asian History, Culture, Economics, Geography, Historical Reviews, Indonesian Languages, National Demography, Political Science, Sociology, Statistical Data, Surveys

Identifiers—INDONESIA

THIS UNIVERSITY-LEVEL TEXT IS AN ATTEMPT TO BRIDGE THE GAP BETWEEN SUPERFICIAL IMPRESSION AND SPECIALIZED KNOWLEDGE CONCERNING INDONESIA. IT PROVIDES AN INTRODUCTION TO INDONESIA THROUGH CHAPTERS ON—(1) PHYSICAL AND HUMAN RESOURCE PATTERNS, BY K.J. PELZER, (2) INDONESIAN CULTURES AND COMMUNITIES, BY H. GEERTZ, (3) THE CHINESE MINORITY, BY G.W. SKINNER, (4) THE AGRICULTURAL FOUNDATION, BY K.J. PELZER, (5) FROM COLONIAL TO GUIDED ECONOMY, BY D.S. PAALUW, (6) LABOR IN TRANSITION, BY E.D. HAWKINS, (7) THE COURSE OF INDONESIAN HISTORY, BY R. VAN NIEL, (8) DYNAMICS OF GUIDED DEMOCRACY, BY H. FEITH, (9) GENESIS OF A MODERN LITERATURE, BY A.H. JOHNS, AND (10) THE ENDURING TRADITION—MUSIC AND THEATER IN JAVA AND BALI, BY M. HOOD. EXTENSIVE NOTES, BIBLIOGRAPHIES, AND AN INDEX ARE APPENDED. THIS 600-PAGE BOOK IS

HOSSOM, H. KENNETH

**INSTRUCTION IN INTER-AMERICAN RELATIONS IN MEDIUM AND SMALLER STATE COLLEGES AND UNIVERSITIES OF WESTERN UNITED STATES AND MEXICO. FINAL REPORT.**

Eastern Washington State Coll., Cheney.

Report No.—BR-5-8327; CRP-S-135-65

Pub Date—30MAR67

Contract—OEC-6-10-032

Note—34p.

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

Descriptors—"College Instruction, Colleges, Curriculum, \*Curriculum Development, \*Educational Facilities, Hypothesis Testing, \*Instructional Improvement, \*International Relations, Interscholastic Communication, Interviews, Latin American Culture, Library Facilities, Literature Reviews, Questionnaires, Study Abroad, Tables (Data), Teacher Qualifications, Universities

Identifiers—CHENEY, MEXICO, WESTERN UNITED STATES

THE CONCERN OF THE UNITED STATES FOR ITS RELATIONS WITH LATIN AMERICA AND THE APPARENT LACK OF FACILITIES FOR INSTRUCTION IN THIS AREA AMONG THE MEDIUM AND SMALLER INSTITUTIONS OF HIGHER EDUCATION LED TO THIS STUDY OF INSTRUCTION IN INTER-AMERICAN RELATIONS. PRELIMINARY INVESTIGATION LED TO THREE HYPOTHESES—(1) LITTLE IS BEING OFFERED IN INTER-AMERICAN RELATIONS AT THE MEDIUM AND SMALLER STATE COLLEGES AND UNIVERSITIES, (2) INTEREST IN EXPANDING INSTRUCTION EXISTS, AND (3) UNRECOGNIZED INSTRUCTIONAL RESOURCES FOR EXPANDING INSTRUCTION EXIST. THE RESEARCH DESIGN FOR THE PROJECT WAS BASED ON A MAIL SURVEY OF ALL MEDIUM AND SMALLER STATE COLLEGES (UP TO 5,000 ENROLLMENT) IN THE WESTERN UNITED STATES AND ARBITRARILY SELECTED SMALLER MEXICAN STATE UNIVERSITIES. THREE DATA GATHERING TECHNIQUES WERE EMPLOYED—A SURVEY OF INSTITUTIONAL LITERATURE, MAILED QUESTIONNAIRES, AND PERSONAL INTERVIEWS. THE FOLLOWING CONCLUSIONS WERE REACHED—(1) HYPOTHESIS ONE PROVED SUBSTANTIALLY INCORRECT WITH REFERENCE TO THE UNITED STATES SCHOOLS EXAMINED AND CORRECT WITH REGARD TO THE MEXICAN SCHOOLS, EXCEPT FOR THOSE IN MEXICO CITY, (2) HYPOTHESIS TWO WAS SUPPORTED BY THE DATA GATHERED IN THE PROJECT QUESTIONNAIRES, IN SECONDARY SOURCES, AND THROUGH INTERVIEWS AND CORRESPONDENCE, AND (3) HYPOTHESIS THREE WAS PARTIALLY AFFIRMED AND DENIED BY THE DATA GATHERED. SUGGESTIONS ARE MADE FOR FURTHER STUDY IN THE AREA. (HW)

**ED 016 802**

VT 002 941

WILLSON, RICHARD

**RESEARCH TO ESTABLISH A COLLEGE-LEVEL CURRICULUM IN GLASS. TECHNICAL PROGRESS REPORT, NUMBER 2.**

Miami Univ., Coral Gables, Fla.

Report No.—BR-5-8304

Pub Date—67

Contract—OEC-2-6-58304-1146

Note—2P.

FORMATION RELATED TO THE ACCEPTED NEED TO ESTABLISH A CURRICULUM FOR TEACHING GLASS AS A FINE ART MATERIAL IN THE UNITED STATES. AN ARTIST OR AN ARCHITECT WHO WISHES TO LEARN THE POTENTIAL USE OF GLASS MUST GO TO EUROPE, AS NO COMPREHENSIVE TEACHING OF GLASS AS A FINE ART EXISTS ON THE AMERICAN TEACHING SCENE. INFORMATION WAS COLLECTED DURING VISITS TO EGYPT AND GREECE, AND TO LOCATIONS IN THE UNITED STATES, SUCH AS DOMINICK LABINO, THE TOLEDO ART MUSEUM, CORNING GLASS COMPANY, OHIO UNIVERSITY, BLENKO GLASS COMPANY, AND SMITHSONIAN INSTITUTION. INFORMATION FROM THE EGYPTIAN TRIP WAS PRESENTED TO ADVANCED STUDENTS AND FACULTY OF THE UNIVERSITY OF MIAMI IN JANUARY 1967. ACTIVITIES FOR THE NEXT REPORTING PERIOD WILL INCLUDE FINAL STUDY AND DISCUSSION TRIPS TO GLASS SCHOOLS, INDIVIDUALS, COLLECTIONS, AND ARCHITECTURAL INSTALLATIONS OF GLASS IN GERMANY, AUSTRIA, ITALY, FINLAND, SWEDEN, AND ENGLAND. A DEFINITE RECOMMENDATION WILL BE MADE IN THE FINAL REPORT THAT THE UNITED STATES TAKE STEPS TO SECURE LEADERSHIP IN THIS DIRECTION, AND THE STEPS TO DO THIS WILL BE SPELLED OUT CLEARLY. (MM)

**ED 017 907**

AL 000 989

ELDER, JOSEPH W., ED.

**CHAPTERS IN INDIAN CIVILIZATION—A HANDBOOK OF READINGS TO ACCOMPANY THE CIVILIZATION OF INDIA SYLLABUS, VOLUME I, CLASSICAL AND MEDIEVAL INDIA.**

Wisconsin Univ., Madison. Dept. of Indian Studies.

Report No.—BR-6-2512

Pub Date—JUN67

Contract—OEC-3-6-062512-1744

Note—233P.

**EDRS Price MF-S0.83 HC-S12.71 Plus Postage.**

Descriptors—\*Area Studies, \*Culture, History, \*Indians, Instructional Materials, \*Language and Area Centers, Philosophy, \*Reading Materials

Identifiers—INDIA

THESE READINGS ARE DESIGNED TO ACCOMPANY COLLEGE-LEVEL COURSES DEALING WITH INDIA, ESPECIALLY THOSE USING THE "CIVILIZATION OF INDIA SYLLABUS" (BY THE SAME EDITOR AND PUBLISHERS, SEPTEMBER 1965). VOLUME I CONTAINS THE FOLLOWING SELECTIONS—(1) "VEDIC AND UPANISADIC BASES OF INDIAN CIVILIZATION," BY J.A.B. VAN BUITENEN, (2) "SRAMANAS—THEIR CONFLICT WITH BRAHMANICAL SOCIETY," BY PADMANABH S. JAINI, (3) "PILGRIMAGE SITES AND INDIAN CIVILIZATION," BY AGEHANANDA BHARATI, AND (4) "CLASSICAL INDIAN PHILOSOPHY" (PARTS I AND II) BY RICHARD H. ROBINSON. THE COMPANION VOLUME CONTAINS FURTHER READINGS ON BRITISH AND MODERN INDIA. THESE MATERIALS (WRITTEN IN ENGLISH) ARE PUBLISHED BY THE DEPARTMENT OF INDIAN STUDIES, UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN 53706. (AMM)

**ED 017 908** AL 000 990  
**ELDER, JOSEPH W., ED.**  
**CHAPTERS IN INDIAN CIVILIZATION-A**  
**HANDBOOK OF READINGS TO ACCOMPANY THE CIVILIZATION OF INDIA SYLLABUS. VOLUME II, BRITISH AND MODERN INDIA.**

Wisconsin Univ., Madison. Dept. of Indian Studies.  
 Report No.—BR-6-2512  
 Pub Date—JUN67  
 Contract—OEC-3-6-062512-1744  
 Note—299p.

**EDRS Price MF-\$1.00 HC-\$15.39 Plus Postage.**  
 Descriptors—Area Studies, Culture, Drama, Indians, Indo European Languages, Language and Area Centers, Language Classification, Literature, Mass Media, Music, Sociocultural Patterns  
 Identifiers—INDIA

THIS VOLUME IS THE COMPANION TO "VOLUME I, CLASSICAL AND MEDIEVAL INDIA," AND IS DESIGNED TO ACCOMPANY COURSES DEALING WITH INDIA, PARTICULARLY THOSE COURSES USING THE "CIVILIZATION OF INDIA SYLLABUS" (BY THE SAME AUTHOR AND PUBLISHERS, 1965). VOLUME II CONTAINS THE FOLLOWING SELECTIONS—(1) "INDIA AND WESTERN INTELLECTUALS," BY JOSEPH W. ELDER, (2) "DEVELOPMENT AND REACH OF MASS MEDIA," BY K.E. EAPEN, (3) "DANCE, DANCE-DRAMA, AND MUSIC," BY CLIFF R. JONES AND ROBERT E. BROWN, (4) "MODERN INDIAN LITERATURE," BY M.C. KRISHNAMURTHI, (5) "LANGUAGE, IDENTITY-AN INTRODUCTION TO INDIA'S LANGUAGE PROBLEMS," BY WILLIAM C. MCCORMACK, (6) "THE STUDY OF CIVILIZATIONS," BY JOSEPH W. ELDER, AND (7) "THE PEOPLES OF INDIA," BY ROBERT J. AND BEATRICE D. MILLER. THESE MATERIALS ARE WRITTEN IN ENGLISH AND ARE PUBLISHED BY THE DEPARTMENT OF INDIAN STUDIES, UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN 53706. (AMM)

**ED 017 957** CG 001 796  
**BENTWICH, J. AND OTHERS.**  
**A BATTERY OF TESTS ON GENERAL EDUCATIONAL DEVELOPMENT FOR POST-ELEMENTARY SCHOOLS. VOL. I.**  
 Henrietta Zsold Inst., Jerusalem (Israel). Ruth Bressler Center for Research in Education, Jerusalem (Israel).  
 Report No.—HSI-RR-NO-112  
 Pub Date—MAR67  
 Contract—OEC-4-021-011  
 Note—22p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Achievement Tests, Hebrew, Test Construction, Test Reliability, Test Validity  
 THIS TEST BATTERY IS DESIGNED TO BE USED AS AN AID IN COUNSELING AND GUIDANCE FOR PUPILS IN THE NINTH AND TENTH GRADES OF ACADEMIC HIGH SCHOOLS IN ISRAEL. AS THE INTENT IS TO MEASURE THE PUPIL'S ABILITY TO DO CRITICAL THINKING IN BROAD AREAS, THE TEST BATTERY MEASURES GENERAL EDUCATIONAL DEVELOPMENT RATHER THAN SPECIFIC ACHIEVEMENT SKILLS IN THE AREAS OF MATHEMATICS, SCIENCE, READING COMPREHENSION, SOCIAL STUDIES, AND ENGLISH LANGUAGE. THE STATISTICAL INFORMATION CONCERNING RELIABILITY, VALIDITY, INTERCORRELATIONS, AND NORMS ARE BASED ON A NATIONAL SAMPLE OF NINTH AND TENTH GRADERS IN ACCREDITED ACADEMIC HIGH SCHOOLS. INSTRUCTIONS FOR ADMINISTERING THE TESTS ARE ALSO GIVEN. THOUGH THE BATTERY IS TO BE USED IN COUNSELING, IT IS EMPHASIZED

THAT IT IS NOT YET COMPLETE AND IS INADEQUATE IN ITS PRESENT FORM TO FUNCTION AS A BASIS FOR THE REMOVAL OF A PUPIL FROM AN ACADEMIC HIGH SCHOOL TO A NONACADEMIC ONE. THE NORMS ALSO NEED TO BE EXTENDED TO COVER VOCATIONAL SCHOOLS AND AGRICULTURE SCHOOLS. (CG)

**ED 025 224** HE 000 346  
**Robertson, Robert T.**  
**A Planned Survey Course in British Commonwealth Literature for American College Students. Final Report.**

Virginia Polytechnic Inst., Blacksburg.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
 Report No.—CRP-S-471  
 Pub Date—Mar 68  
 Contract—OEC-6-10-195  
 Note—53p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—English Literature, Higher Education, Literature, Literature Programs, Literature Reviews, Poetry, Short Stories, Student Participation, Surveys, Teaching  
 Identifiers—British Commonwealth Literature

To encourage the teaching of British Commonwealth literature to American university students, a broad ranging survey course was designed in which the material was thematically organized. A great body of literature from the 13 countries was scrutinized in order to select 147 representative poems and short stories for an anthology. An effective method was devised for students to participate in the selection and evaluation of the literature. In addition to the new anthology, a "Handbook" of background materials on the authors and countries was compiled and both works will be largely incorporated into a new published college text on World Literature in English. The course that emerged from this research concentrated mainly on the literatures of 4 countries—Canada, Australia, New Zealand, South Africa—and tended to become not a survey course in British literature but a course in the comparative study of those literatures. Although the project could have been more complete, much was learned about this large but neglected body of writing in English and an effective student-tested teaching tool—the thematic anthology—was developed and used. The appendices include a preliminary anthology selection, proposed thematic organization, course book lists and outlines, and class themes, tests and exams. (JS)

**ED 026 388** TE 001 231  
**Robertson, R. T., Ed.**  
**Handbook to the Study of British Commonwealth Literature in English.**

Virginia Polytechnic Inst., Blacksburg.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
 Report No.—UAOE-S-471; VPI-31501-A  
 Note—63p.

Available from—Document not reproducible. A copy for reference is available at the ERIC Clearinghouse on the Teaching of English, 508 South Sixth Street, Champaign, IL 61820.

**Document Not Available from EDRS.**  
 Descriptors—African Culture, Bibliographies, Bibliographies, Books, Literature, Literature Guides, Novels, Poetry, Short Stories, Vocabulary  
 Identifiers—Africa, Australia, British Commonwealth, Canada, New Zealand

This handbook (for use with R. T. Robertson's "Terra Incognita") contains three kinds of study aids: (1) notes on over 100 British Commonwealth authors, (2) a chronological arrangement (1830-1930) of the works of the above authors, and (3) glossaries of proper names, local slang, and other unusual terms found in literary works from New

Zealand, Australia, Africa, and Canada. (LH)

**ED 026 967** HE 000 656  
**Smith, Reuben W., Ed.**  
**Introducing Islamic Civilization: Course Syllabus.**  
 Chicago Univ., Ill.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
 Pub Date—67  
 Contract—OEC-5-14-055  
 Note—1p.

Available from—Center for Middle Eastern Studies, University of Chicago, 1130 East 59th Street, Chicago, Illinois 60637

**Document Not Available from EDRS.**  
 Descriptors—Arabic, Art, Asian History, Course Content, Curriculum, Geography, Higher Education, History, Islamic Culture, Literature

Identifiers—Arabs, Islamic Civilization

The syllabus reflects a course in Islamic civilization taught at the University of Chicago and includes the recommendations of participants at a conference on the problems of presenting such a course. The "civilization approach" offers a panoramic view of various related fields, affords a perspective on the problems of analyzing changes over time, and offers insight into the very nature of civilization. The syllabus was designed to guide the instructor to essential subjects, suggest major problems he would encounter in presenting them, list the best reference works available, yet allow him a wide choice in topic and method of presentation. After an explanation of the structure of the course and use of the syllabus, there is material on: transmigration, the Muslim calendar, reference works, European interpretations of Islamic history and civilization, geography, political events to the 11th century, the religious message and its institutionalization, Arabic literature to the 11th century, political events from the 11th to 16th century, Sufism and literature from the 11th to 16th century, scientific and philosophical achievements to the 16th century, Islamic visual arts, socioeconomic changes, expansion beyond the heartland, integration, Ottoman, Safavi, and Mughal empires, the impact of the modern world on patterns of investment and trade and on the Islamic peoples—their political and cultural attitudes and social structure. (JS)

**ED 027 862** HE 000 872  
**Munger, E. S. And Others**  
**The Caltech Political Military Exercise.**  
 California Inst. of Tech., Pasadena.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
 Pub Date—29 Sep 67  
 Contract—OEC-4-7-070019-3086  
 Note—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—Educational Games, Higher Education, International Education, Leadership Training, Political Issues, Political Science, Role Playing  
 Identifiers—"Caltech Political Military Exercise."

The Caltech political military exercise (PME) is a game in which players assume roles of leaders of various countries and attempt to act as they think these leaders would in a time of international crisis. The main purposes of the exercise are (1) to provide students with an experience in crisis diplomacy and policy formation, and (2) to provide a case study of "crisis" in group dynamics. Rules for the game are flexibly designed to permit creativity on the part of the players, who are assigned to roles on the basis of their leadership qualities and their knowledge of the country in which the game is to be played. A PME committee is responsible for providing the framework within which the game is played. The framework involves a political crises that determines the initial actions of the PME, a scenario that

and south Slavic languages, and (18) a survey of Albanian, Hungarian, modern Greek, and Romanian languages. Tables are occasionally used and an author index is provided. (RL)

A dearth of teachers, instructional materials, and space gave rise to this pilot study on the effectiveness of teaching Asian thought and culture by television. Two groups, each of 30 students, were presented with two versions of a course entitled "Introduction to Religion" (Islam). One group received the existing course, while the other received a television-oriented version. The television version took the form of ten half-hour programs and was reinforced by slides and film clips. The experimental students were each given a lecture outline before they viewed the films, and were tested afterwards: on a multiple-choice test, a short-answer test, and a short essay paper. The control group was given the same tests. The experimental group was more enthusiastic and performed better. The tapes are still extant, and can be used again and again. Recommendations are made for future investigations, and an appendix containing the lecture material is provided. (GO)

**EDRS Price MF-50.83 HC-\$5.50 Plus Postage.**  
**Descriptors—**Curriculum Development, Feasibility Studies, Graduate Study, International Programs, Library Education, Library Science.  
 The purpose to be accomplished by study abroad is the education of society through the improvement of the educational opportunities for librarians who directly influence libraries in the social order. A year's study abroad would be a means of (1) introducing the treatment of other cultures which is needed for increased understanding of human nature, and (2) eliminating cultural bias in librarianship. In Part I the purposes of study abroad in library science are listed and discussed. Part II covers utilization of study abroad in education for librarianship. Part III lists and discusses criteria for selection of major cooperating schools in Germany and the British Isles. (Author/CC)

Procedures for the operation of the Political-Military Exercise (PME) are detailed in this handbook as a means of involving political science students in the actual dynamics of international political policy-making decisions through the PME game experience. Two basic designs for operating the simulation exercise are presented: a) a simulation of the format alternative to facilities, materials, and personnel techniques required for each design. The first design, a 1- or 2-day concentrated game, supplements regular classroom procedures; the second substitutes the PME format for normal classroom activity during a major portion of the course. The possible impact of the game on students, a student evaluation method, and recommendations for research into the effectiveness of the PME as a learning device are also discussed. Appendices provide examples of documents necessary for operating both designs of the PME; student newspaper accounts and a student history of the Middle Eastern exercises; a PME evaluation questionnaire for students; and a bibliography on games and simulation exercises, on international law, and on contemporary problems in international relations and national security. (JB)

East Central and Southeastern Europe, considered as "Eastern Europe," are the subject of a three-year survey of language and area studies undertaken annually by several committees of specialists of the American Council on Learned Societies. Four basic goals of the project include: (1) a survey of graduate training and research needs, (2) an evaluation of the role of Eastern European studies in undergraduate instruction, (3) a survey of the "state of the art" in 15 disciplines and (4) a two-volume bibliography and reference guide of 6,000 annotated titles. This book comprises the research findings and recommendations of leadership scholars under the following chapter headings: (1) graduate training and research needs, (2) undergraduate

In response to demands for more and better teaching about Africa in American higher education, the US Office of Education requested that the Program of African Studies at Northwestern University generate a set of teaching materials which could be used in introductory undergraduate courses. Included in these volumes, these materials provide reference sources, information for classroom use, and original research. The series is organized as follows: Volume 1 contains about 90 topic summaries to aid teachers in preparing lectures for a 1-year introductory course. The topics cover the social, cultural, economic, and political development of Africa from primitive through modern times. Volume II contains a bibliography of over 2500 references divided into 5 major categories: 1) introductory works or required student readings; 2) research material for more advanced students; 3) available but relatively inaccessible works such as dissertations, conference proceedings, etc.; 4) African case studies; and 5) theoretical works or classic case studies. Volume III contains original essays in 5 major areas: 1) Society and Culture; 2) Perspectives on the Past; 3) Processes of Social Change; 4) Consolidation of Nation-States; and 5) Africa and the Modern World. (DS)

The dearth of scholarly works and appropriate materials for the teaching of subjects in dance history led to the request for support of this project. The aim of the project was to review the materials in dance history from 1660 to 1880 in France and England, to prepare a classification system with which the materials could be organized, and to co-

lect selected primary references, both literary and visual, into a source book which could serve as a supplementary text for courses in dance history on the upper division undergraduate and graduate level. The source book is divided into 5 main sections: 1)The Baroque Ballet: French Academic Classicism, 1660 to 1715; 2)The Transitional English School: from Court to Middle Class Theater, 1660 to 1740; 3)Perfection Within Convention: The Soloists of the French Academy, 1715 to 1760; 4)Academicism versus Innovation, 1760 to 1800; and 5)Fin de Siècle. A collation of various editions of historical works, more visual references, and interpretations of historical notation systems need to be made available to further dance history education. (DS)

**ED 038 951** HE 001 600  
Gumpers, Ellen McDonald  
*Interracializing American Higher Education: Innovation and Structural Change. Project Title: Curriculum and Organization: Asian and African Studies.*

California Univ., Berkeley. Center for Research and Development in Higher Education  
Spans Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date—70  
Contract—OEG-6-10-106  
Note—272p.

**EDRS Price MF-S0.83 HC-S14.05 Plus Postage.**  
Descriptors—\*African History, \*Asian History, \*Curriculum, \*Curriculum Development, \*Curriculum Research, \*Educational Research, \*Higher Education, \*Research

This study considers the programs of "foreign area studies" in American higher education as a case of curricular innovation and seeks to determine their impact upon the educational system. The report (1) assesses the impact of international programs by analyzing the relationships between programs and their institutional settings; (2) compares changes produced by innovation in the institutions studied; and (3) discusses reasons for various impacts of programs on the national level. The 15 page conclusion summarizes the report with emphasis on 4 significant variables: (1) the degree to which the institution has preconceptions governing its curricula; (2) the position of the originators of the foreign area program within the institution; (3) the structure of decision making about curricular matters within the institution and (4) the character of scholarly traditions governing the study of particular world regions. (Author/NF)

**ED 040 890** SO 000 063  
Pirro, Ellen B. Snyder, Stephen  
*Manual for the International Relations Laboratory.*

Minnesota Univ., Minneapolis. Dept. of Political Science.  
Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—69  
Contract—OEG-3-7-061513-0058  
Note—127p.

**EDRS Price MF-S0.83 HC-S7.35 Plus Postage.**  
Descriptors—\*College Curriculum, \*Data Analysis, \*Instructional Materials, \*International Relations, \*Laboratory Manuals, \*Manuals, \*Political Science, \*Research Methodology, \*Research Skills, \*Statistical Analysis, \*Supplementary Textbooks

This manual is the fifth in a series aimed at giving undergraduate students sophistication in dealing with actual research problems, and in the discovery and examination of data. It is intended as a supplement to a regular International Relations program. As a laboratory manual, it makes certain sugges-

tions for tools and techniques. Some exercises are intended to be introductory; others presuppose statistical training and experience in data analysis. Concepts and methods covered are: conflict behavior and aggregate data, international images, survey analysis, attitude measurement and content analysis, decision making and simulation, political community formation, voting behavior analysis, international regionalism, game theory, factor analysis. Exercises can be tailored to meet the demands of research facilities in particular places. Assigned and supplementary reading, a codebook, and a glossary are included. ED 026 028 references the other manuals in this series. (SBE)

**ED 040 906** SO 000 142  
Thorn, Richard S.  
*Development of a Curricular Plan and Materials for the Teaching of a College Level Course on the Economic and Social Development of Latin America. Final Report.*

Pittsburgh Univ., Pa.  
Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—31 Jan 70  
Contract—OEC-0-8-080049-3655  
Note—57p.

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**  
Descriptors—\*Area Studies, \*College Curriculum, \*Course Content, \*Curriculum Development, \*Curriculum Guides, \*Economic Development, \*Instructional Materials, \*Latin American Culture, \*Social Development

The first part of this project report, Appendix 1, is the curriculum outline which has been used for the author's course in Economic Development in Latin America. It takes a preponderantly problem-oriented and sectional approach. The main units, following an introductory survey of the Latin American region and its people and institutions, are: Economic and Social Development in Latin America: Background and Theories, and Financing Development. Bibliographies, partially annotated, are keyed to each of the 16 sections of the units. Appendix 2, Bibliography of Economic Development Issues in Latin America, comprises the major portion of the report. The bibliographies contain materials which give both Latin American and foreign viewpoints and approaches to issues affecting Latin American development, the role of the United States in Latin American development, and efforts at multilateral cooperation such as the Alliance for Progress. Many of the over 500 entries are therefore in Spanish. A second phase of the project still in progress is the translation of selected materials written in Spanish in to English for the instruction of non-Spanish reading students. (DJB)

**ED 041 269** AL 002 471  
Smith, Myron Bement  
*Investigation of the Use of Photodocuments in the Teaching of the Languages, Cultures, and Civilization of the Near East. Final Report.*

Pratt Institute, Brooklyn, N.Y.  
Spans Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Contract No.—NDEA-6-602  
Pub Date—Jun 70  
Contract—OEC-2-14-021  
Note—224p.

**EDRS Price MF-S0.83 HC-S11.37 Plus Postage.**  
Descriptors—\*African Culture, \*Arabs, \*Archaeology, \*Archives, \*Area Studies, \*Audiovisual Aids, \*Audiovisual Instruction, \*Cross Cultural Studies, \*Information Centers, \*Instructional Materials Centers, \*Library Collections, \*Library Materials, \*Library Reference Services, \*Middle Eastern History, \*Reference Materials, \*Slides, \*Special Libraries, \*Surveys

Identifiers—\*Islamic Archives, \*Photodocuments  
A study was made of the need, role, and availabil-

ity of photodocuments in teaching the languages, cultures, and civilization of the Near East. The principal investigator tape-recorded interviews with 56 scholars representing various disciplines at 17 American colleges and universities. (Summaries of these interviews are included in this report.) The scholars stated their photodocumentary needs in teaching and research, their methods of using photodocuments, and their difficulties and frustrations in finding the required materials. In addition, 29 test sets of slides from the Islamic Archives in Washington, D.C. were sent to professors in 12 colleges and universities for classroom use. Their written responses explain how a set of slides on a specific subject was used and what the classroom results were. Representatives from three U.S. Government agencies also examined test sets and described their need for photodocuments. There was an "overwhelming consensus" that appropriate photodocuments are essential in teaching Near-/Middle Eastern studies, that more and better photodocuments are needed, and that commercial sources are generally unsatisfactory. A limited investigation indicated that tourists and scholars would be willing to allow their slides and photographs to be duplicated and placed in a central repository. (Author/JD)

**ED 044 658** AL 002 620  
Schenker, Alexander M.  
*Fifteen Modern Polish Short Stories; An Annotated Reader and a Glossary.*

Yale Univ., New Haven, Conn.  
Spans Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—70  
Contract—OEC-0-9-097702-1251  
Note—186p.; Yale Linguistic Series  
Available from—Yale University Press, 149 York Street, New Haven, Connecticut 06511 (\$3.75)  
**Document Not Available from EDRS.**

Descriptors—\*Instructional Materials, \*Language Instruction, \*Polish, \*Polish Literature, \*Reading Materials, \*Short Stories

This collection of short stories is intended for first- and second-year students of the Polish language. In his selection, the author has chosen only publications after World War II, to assure up-to-date language. Each writer is represented by one story only, to provide stylistic variety. Stories whose action is set in contemporary Poland, which have "artistic merit and are representative of modern Polish writing," have been included; those with an "intricate linguistic and narrative texture" or which presuppose any knowledge of Polish history and traditions have been excluded. The selections are arranged in order of increasing difficulty and are supplied with notes and a glossary. They are not adapted or simplified. This text may be used as a companion volume to the author's "Beginning Polish" (Yale University Press, 1966, 1967). (AMM)

**ED 044 955** FL 001 950  
Nostrand, Howard L. And Others  
*Film-Recital and French Poems; Cultural Commentary.*

Washington Univ., Seattle.  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—70

Contract—OEC-4-14-010  
Note—187p.; Revised edition, original published 1964

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Cross Cultural Studies, \*Cultural Background, \*Cultural Context, \*Expressive Language, \*Film Study, \*French, \*Language Instruction, \*Language Rhythm, \*Language Role, \*Lesson Plans, \*Literature, \*Paralinguistics, \*Poetry, \*Sociocultural Patterns, \*Sociolinguistics, \*Teaching

tions for teaching the poems are followed by discussion of possible elements of a plan for teaching a poem and remarks about a "backward build-up" technique of language drill. The poems are taken from the writing of Robert Desnos, Raymond Grenier, Charles Cros, Charles d'Orleans, Paul Verlaine, Jacques Prevert, Pierre de Ronsard, Arthur Rimbaud, Charles Baudelaire, and Alphonse Daudet. Special attention is paid to the notion of kinesics and paralinguistics in the commentary on the film. A chapter on French versification, based on the poems used in this film, concludes the study. [Not available in hard copy due to marginal legibility of original document.] (RL)

ED 049 657

FL 002 176

Pohlson, Hans A.

**Teaching Ancient History Today. ERIC Focus Reports on the Teaching of Foreign Languages, Number 22.**

American Council on the Teaching of Foreign Languages, New York, N.Y. Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[71]

Note—12p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$3.25)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—"Ancient History, Archaeology, Bibliographies, "Classical Languages, "Cultural Education, Greek, Greek Civilization, Greek Literature, History, Instructional Program Divisions, "Language Instruction, Latin, Latin Literature, "Teaching Methods

This report presents a rationale for the study of ancient history emphasizing the interrelationship of all periods of history and the arbitrary nature of the subject's division into temporal or geographical segments. Pointing out that significant discoveries are constantly being made, the author stresses the importance of the classics teacher's acquaintance with current literature on this and other relevant topics. The paper discusses the relationship of archaeology, chronology, geography, languages, and the arts with ancient history and suggests audiovisual aids and other source materials for use in the classroom. Concluding remarks focus on the classical languages vis-a-vis ancient history. An annotated bibliography is included. (CM/RL)

ED 051 014

SO 001 195

Cernanok, Jevgenij

**Syllabus for Use in Russian Literature.**

Toledo Public Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—22p.; A project of the Chinese-Russian Study Center of the Toledo Public Schools

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—"Authors, Bibliographies, Critical Reading, "Curriculum Guides, Drama, Humanities, Literary Analysis, Literary Genes, "Literary History, Literary Influences, Literature Appreciation, Literature Guides, Novels, Poetry, "Russian Literature, Secondary Grades, Social Studies, Thematic Approach, "World Literature

Identifiers—ESEA Title 3, Project Pace, "Russian History

This syllabus outlines a two semester course to accompany the basic textbook: THE EPIC OF RUSSIAN LITERATURE by Marc Slonim. An in-

terdisciplinary approach, suggesting activities, discussion as group discussions, reports, comparative studies, and utilizing Russian history, geography, and culture, especially films and music. Course content is divided into chronological periods, emphasizing literary movements, major authors, historical themes, and literary genres. First semester units of study are: 1) The Beginnings; 2) Poets, Playwrights and Satirists of the Eighteenth Century; 3) The New Era; 4) From Napoleonic Invasion to the Decembrists; 5) The Golden Age (A. S. Pushkin); 6) Minor Poets Beginning 19th Century; 7) N. Gogol; and, 8) M. Lermontov. Topics for the second semester are: 1) Dreamers and Philosophers; 2) Westerners and Slavophiles; 3) The Critics and the nihilists; 4) Literary Trends of the Sixties; 5) I. S. Turgenev; 6) F. Dostoevsky; 7) Russian Playwrights; 8) Leo Tolstoy; 9) Maxim Gorky; 10) M. Sholokhov; and, 11) B. Pasternak. (Author/JSB)

ED 051 015

SO 001 196

Husum, Carol

**Syllabus for Use in Soviet Russian History.**

Toledo Public Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—16p.; A project of the Chinese-Russian Study Center of the Toledo Public Schools

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—"Affective Objectives, Audiovisual Aids, "Communism, "Comparative Analysis, Critical Thinking, Cross Cultural Studies, "Curriculum Guides, Democracy, Government (Administrative Body), History Instruction, "International Relations, Political Science, Secondary Grades, Social Studies Units, Social Systems, Teaching Methods, World Affairs, "World History

Identifiers—Intellectual History, Marxism, Political History, Revolution, "Russian History, Soviet Union

This syllabus outlines a one semester course intended to provide a comprehensive study of the Soviet Union today, and the relationship that Russian has with the United States and the rest of the world. Content covers Russia's history beginning with the fall of the Romanovs with emphasis on the revolutionary movement in Russia. The guide presents a brief rationale of a comparative study approach to history instruction, a list of objectives, and a description of teaching methodology. Suggested is a combination of lecture and student discussion, utilizing individual research, student panels, guest speakers, and class projects. A list of curriculum materials, including texts, supplemental texts, and audiovisual aids, is given. The course outline is introduced by a brief discussion of the Provisional Government followed by a chronological outline of significant events. Major topics are: 1) February Revolution; 2) Provisional Government; 3) Bolshevik Revolution; 4) War, Communism; 5) Reconstruction; 6) Post War Period; and, 7) Coexistence. In addition, these themes for student analysis are suggested: 1) Democracy and Communism as a Way of Life; 2) Land and the People of the Soviet Union; 3) The Importance of Russia's Past in the Communist State; 4) Soviet Personalities and Policies; 5) Development of the Soviet Economy; 6) Role of the Artist in the Soviet Union; 7) International Policies of the Soviet Union; and, 8) West's Response to Communism. A related document is: SO 001 197. (Author/JSB)

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—24p.; A project of the Chinese Russian Study Center

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—"Affective Objectives, Area Studies, "Cross Cultural Studies, Cultural Awareness, "Curriculum Guides, Geography, Government (Administrative Body), History Instruction, Humanities, Imperialism, Interdisciplinary Approach, "Non Western Civilization, Russian Literature, Secondary Grades, Social Change, Social Structure, "Social Studies Units, Social Systems, "World History

Identifiers—ESEA Title 3, Marxism, Political History, Revolution, "Russian History, Soviet Union, Tsars

This syllabus is an outline of a one semester course in Imperial Russia designed to emphasize the relationship between Russia's past and her present. Course content begins with the founding of the first Russian state and continues to the fall of the Romanovs in 1917. In addition, some topics are suggested for investigation of Russian history in relation to geographic factors. Major periods are: 1) Origins of Russia—Kievan Rus (862-1243); 2) Mongol Invasions (1240-1480); 3) The Rise of the Princes of Moscow; 4) Reign of Ivan IV (The Terrible); 5) The Time of Troubles; and, 6) The Romanovs. Significant events and leaders are discussed in each period. Also suggested for study are four topics of an interdisciplinary nature: 1) Religious Art and Architecture; 2) Literature, especially the 19th Century Protest Literature of Tolstoy, Dostoevsky, Turgenev, Gogol, and Gorky; 3) Marxism and the Revolutionary Tradition in Russia; and, 4) The Cosacks and Russian Folk Music. Two basic texts are: AN INTRODUCTION TO RUSSIAN HISTORY AND CULTURE by Ivar Spector, and EVOLUTION OF RUSSIA by Otto Hetsch. Basic historical understandings to be developed are stated and objectives are defined. A list of supplementary texts, as well as audio visual materials, is included. SO 001 196 describes a related Soviet Russian History course. (Author/JSB)

ED 051 017

SO 001 200

Husum, Carol

**Syllabus for Use in Modern Chinese History.**

Toledo Public Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—47p.; A project of the Chinese Russian Study Center

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—"Area Studies, "Asian History, "Chinese Culture, "Communism, Cross Cultural Studies, "Curriculum Guides, Government (Administrative Body), History Instruction, Humanities, International Relations, Nationalism, Non Western Civilization, Political Power, Secondary Grades, Social Change, Social Studies Units, Social Systems, "World History

Identifiers—Asian Studies, "Chinese History, Diplomatic History, ESEA Title 3, Nationalist China, People's Republic of China, Political History, Revolution

This syllabus, for use in a one semester course on the history of modern China, covers the period from the Manchu domination in 1644 to the present. The course is designed to create an interest in China, emphasizing the social and cultural aspects of history, as well as the political and economic dimensions. A narrative summary of course content is divided into these two major periods: 1) The Ch'ing

Dynasty to 1911, and 2) The Republic. The first section presents an overview of significant events and influential leaders, noting such topics as: the Manchu influence, Chinese cultural traditions, geographic factors, Western influence, religion, foreign relations (especially with Britain, the United States, Japan), nationalism, and reform movements. The second section is devoted to the development of the People's Republic of China and highlights the roles of such major political leaders as Sun Yat-sen, Chiang Kai-shek, Yuan Shih-kai, Mao Tse-tung, and Chou En-lai. Listed are the objectives to be developed through methods of lecture, student discussion, projects, and integrated cultural activities. Curriculum materials, including five main textbooks, supplemental books, films, filmstrips, overhead transparencies, and recordings are given. SO 001 201 describes a related course in Imperial Chinese History. (Author/JSB)

#### ED 051 018 SO 001 201

*Husum, Carol*  
**Syllabus for Use in Imperial Chinese History.**  
 Toledo Public Schools, Ohio.  
 Spons. Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—69  
 Note—26p.; A project of the Chinese Russian Study Center

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—\*Asian History, \*Chinese Culture, Cross Cultural Studies, \*Curriculum Guides, Fine Arts, Geography, History Instruction, Humanities, \*Imperialism, Interdisciplinary Approach, Non Western Civilization, Philosophy, Secondary Grades, Social Studies Units, Social Systems, \*World History

Identifiers—Asian Studies, \*Chinese History, Chinese Literature, Dynasties, ESEA Title 3

This syllabus is for a one semester course in the history of Imperial China, a study of the development of the world's oldest civilization still in existence. Emphasis is placed upon the cultural as well as the political and economic development of China until 1644. Major topics in the course outline are: 1) The Origins and Geography of China; 2) The Legendary Hsia and the First Historic Dynasty, The Shang; 3) The Chou-Period of the Spring and Autumn and the Period of the Warring States; 4) The Sages and Philosophies of China; 5) The Ch'in and the Foundation of the Empire; 6) The Han-Age of Imperialism; 7) The Period of Disunion; 8) The Sui and T'ang Dynasties-Reunited China; 9) Golden Age of Chinese Culture; 10) The Late Imperial Age-Disunion and the Sung Monarchy; 11) Nomad Invaders-The Mongols; and, 12) The Return of a Chinese House-The Ming. Historical events and reasons are discussed in each of these chronological periods as well as cultural developments in literature, philosophy, fine arts, and social classes. The basic objectives and teaching methodology of the course are stated; a list of curriculum materials is also given. Textbooks include: CHINA by H. Kublin; CHINA: SELECTED READINGS by H. Kublin; A SHORT HISTORY OF THE CHINESE PEOPLE by L. C. Goodrich; and RISE AND SPLENDOR OF THE CHINESE EMPIRE by R. Grousset. SO 001 200 describes a related course in Modern Chinese History. (Author/JSB)

#### ED 052 748 HE 002 404

*Brumberg, Stephen F.*  
**ICED Data Bank on International Programs of Higher Educational Institutions. Technical and Final Report for Year of Research June 1, 1970 to May 31, 1971.**  
 International Council for Educational Development, New York, N.Y.

Pub Date—Jun 71  
 Contract—OEC-0-70-4548(823)  
 Note—122p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
 Descriptors—Area Studies, \*Data Collection, \*Exchange Programs, Higher Education, \*International Education, \*International Programs, \*Study Abroad

The ICED Data Bank is an information system which collects and stores data on international programs conducted by accredited 4-year colleges and universities in the US. The types of international programs defined by the Data Bank are: area studies, topical, other on-campus, work-study and in-service, training, faculty abroad, exchange, technical assistance, and research programs. The information analyzed here covers: spread and degree of international involvement, programs by type of university control, size and geographic region, international programs by type and year of inception, consortia, institutional profiles, country profiles, and quantitative data. The appendices contain descriptions of all of the programs conducted by individual institutions and consortia. (JS)

#### ED 053 034 SO 001 620

*Stern, Robert*  
**An Introductory Course in Indian Studies for Small Colleges: A Suggested Annotated Syllabus.**

Educational Resources Center, New Delhi (India).  
 Spons. Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.

Pub Date—[69]  
 Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*Area Studies, \*Asian History, Concept Teaching, \*Cross Cultural Studies, Curriculum Guides, Higher Education, Humanities, Interdisciplinary Approach, \*Non Western Civilization, \*Political Science, Small Schools, Social Sciences, Undergraduate Study, World History  
 Identifiers—Asia, \*India

The author outlines an introductory undergraduate course in Indian Studies constructed on the configuration of a social science cluster built around a central disciplinary core of political science. The objective of the course is to build an understanding of contemporary India. As a matter of convenience and organization the course is divided into four historical periods: Ancient India, Muslim India, British India, and Independent India; this provides the opportunity to introduce historical background material systematically, and starting points to introduce certain present day institutions and processes with roots in another era. Family, caste, village, and linguistic area are described, conceptualized, and discussed; reading selections are included. Suggested media techniques include: showings of slides; photographs of people at work; exhibitions of artifacts, art, and handicrafts; educational and commercial films; and an annual recorded concert of Indian music. SO 001 619 through SO 001 623 are related documents. (Author/SBE)

#### ED 068 761 AC 012 874

**Adult Education in the Context of Lifelong Education.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
 Report No.—UNESCO-CONFEDAD-5

Pub Date—28 Apr 72  
 Note—35p.; Basic Working Paper for Third International Conference on Adult Education (Tokyo, 25 July - 7 August, 1972)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—\*Adult Education, \*Conference Reports, Educational Improvement, Educational Needs, \*Educational Planning, \*International Organizations

Identifiers—\*United Nations

The main results of the 1960 Montreal Conference on Adult Education, an analysis of the evolu-

tion of adult education during this period, and extensions and changes required in the future are presented. UNESCO's role in the development of adult education through international cooperation is discussed. (NF)

#### ED 069 940 AC 012 958

**UNESCO Questionnaire: Third International Conference on Adult Education.**

National Advisory Council on Adult Education, Washington, D. C.

Spons. Agency—Department of State, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 71

Note—49p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—\*Adult Education, \*Conferences, Educational Programs, Financial Support, Objectives, Personnel, Problem Solving, \*Questionnaires, Relevance (Education), Teaching Methods

Identifiers—\*United Nations

This document comprises a response to a UNESCO questionnaire submitted to the National Advisory Council on Adult Education. It is divided into the following sections: (1) The Relation of Adult Education to Economic, Social and Political Objectives, a section which emphasizes that the best long-range solution to the problems of society and the individual is to provide quality and relevant programs for the entire adult population; (2) Adult Education in Relation to the Educational System, a section in which adult education is defined as those programs offered for adults who have passed compulsory school attendance age and left formal schooling; (3) Financial Resources; (4) Methodological Aspects, and (5) Personnel for Adult Education. (CK)

#### ED 073 960 SO 005 278

*Mansoor, Menahem*  
**Arab World. Political and Diplomatic History 1900-1967: A Chronological Study. A Descriptive Brochure.**

National Cash Register Co., Washington, D. C. Microcard Editions.

Spons. Agency—Institute of International Studies (DHEW/OE), Washington, D. C.

Pub Date—72

Contract—OEC-0-8-000131-3544(014)

Note—40p.

Available from—NCR/Microcard Editions, 901 26th Street, N.W., Washington, D. C. 20037 (free)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Area Studies, \*Diplomatic History, History, \*Middle Eastern History, \*Middle Eastern Studies, \*Non Western Civilization, Program Descriptions

Identifiers—\*Arab States

The brochure contains descriptive introductory material on the first of seven volumes covering the Arab world. Five volumes are devoted to a chronology of events throughout the Arab world (including Arab-Israel relations) from 1900 up to 1967. The last two volumes contain a keyword index to the events. The project contributes to the Middle Eastern Studies and also serves as a model project to scholars and students concerned with research of other world areas. The first half of the brochure, arranged in five parts, includes: 1) a description of the project background, problem, purpose, scope, organization, research facilities, and progress information; 2) information on use of the computer to promote new techniques for handling, restoring, and disseminating data concerning the Arab world; 3) useful data on the Arab world; 4) abbreviations used in indices; and 5) acknowledgements. Over half of the pamphlet furnishes sample chronology and index pages. (SJM)

Marriott, McKim

Kishan Garhi Village, A Generation of Change: Technology, Society, and Culture.

Council for Intercultural Studies and Programs, New York, N.Y. New York State Education Dept., Albany. Foreign Area Materials Center. Spans Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—Aug 72

Contract—OEC-0-70-4943

Note—90p.

EDRS Price MF-S0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Asian Studies, Community Change, Community Study, Comparative Analysis, \*Developing Nations, Economic Development, Feminism, Films, Higher Education, \*Rural Areas, \*Social Change, \*Social Studies Units, Teaching Guides, Technological Advancement, Visual Learning

Identifiers—\*India

A village in the rural area of India—Kishan Garhi is studied in this visually oriented social studies unit designed for higher education students. Concerned with the contemporary condition of human society rather than the historical evolution of the third world, this unit deals with the process of rural social change and the interaction of technology, society, and culture. A major objective of the comparative approach used is to reveal not only change, illustrating that innovative ideas and practices have penetrated developing countries, but also to present visual data illustrating how the quality of life has improved for the majority of villagers. An innovative approach combines a contrasting study of visual materials. Pictures were taken from Kishan Garhi showing evidence of change between the anthropologist's two visits—the first in 1951, and the latter in 1968. The major portion of the document provides a list of slides along with interpretations on changes in technology, society, and culture; women's roles; castes and occupations; agricultural operations; and village architecture. In addition, a brief introduction to the project and to the slides is given, and a list of slides and published materials included. Accompanying slides are available from Foreign Area Materials Center, State Education Department, 60 East 42nd Street, New York, New York 10017. (JSM)

ED 074 865

FL 004 138

Mitchell, Rowland L., Jr.

A Study of Language and Area Programs. Final Report.

Social Science Research Council, New York, N.Y. Spans Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Dec 72

Contract—OEC-0-8-000129-3542-014

Note—7p.

EDRS Price MF-S0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Area Studies, Colleges, Course Descriptions, \*Language and Area Centers, \*Language Instruction, Modern Languages, \*National Surveys, \*Universities

This report describes the nature and scope of a national survey of language and area programs in the United States of America in 1968-69. An analysis of the various programs or a typology of programs was developed by taking each of the characteristics of the overall program—its area and language courses, and its faculty—and cross-tabulating them with factors such as the university setting, size and location of the program, a general qualitative ranking reflected in the annual competition for funds and fellowships, and measures of effectiveness in terms of written product, output of students in various disciplines, at various levels, and with various degrees of language competence. Language or area courses were also treated separately from their

institutional setting. Grouped by discipline, they were combined into a national sample to give a cross-sectional look at the nature of language and the area instruction available for various kinds of specialization. The area studies in the report are classified into seven categories: (1) Africa south of the Sahara, (2) East Asia, (3) Eastern Europe, (4) Latin America, (5) Near and Middle East, (6) South Asia, and (7) Southeast Asia. The report discusses the plan of the study and the collection of the data, the analysis of the data and distribution of the study, and future plans. The data on which the study is based are stored on magnetic tape at the University of Pennsylvania and at the Institute of International Studies at the Office of Education. (RL)

ED 090 130

SO 007 431

Panigrahi, Lalita

The City in India. Revised Edition.

Council for Intercultural Studies and Programs, New York, N.Y. Educational Resources Center, New Delhi (India). New York State Education Dept., Albany. Foreign Area Materials Center. Spans Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Nov 73

Contract—OEC-0-70-4943

Note—100p.; For related documents see

ED073980, ED076494, and SO007430

EDRS Price MF-S0.83 HC-\$4.67 Plus Postage.

Descriptors—Asian History, \*Asian Studies, Developing Nations, Filmstrips, Higher Education, Interdisciplinary Approach, Models, \*Non Western Civilization, \*Social Studies Units, Teaching Guides, Thematic Approach, Urban Areas, Urban Culture, \*Urbanization, \*Urban Studies, Visual Aids

Identifiers—\*India

This is a guide to a series of 8mm loop films on the Indian cities of Kanchipuram, Jaisalmer (two films), Fatepur Sikri, Chandigarh, Gwalior, Bombay, Simla, Goa, Jamshedpur, and Ahmedabad. Each four to five minute film is a source of material for self-study and for group discussion by students in introductory civilizations courses, comparative urban studies, and other courses, primarily at the undergraduate level. This unit is one of three model units (see ED073980), all dealing with India but reflecting certain basic themes in human society and using differing techniques for university-level teaching. These units, bringing innovative ideas to those interested in teaching about the Third World, suggest urbanization as a theme for historical exploration. The guide defines the concept of the city as a functioning entity and makes some suggestions for coordinating the films and the guide materials with various student activities. The guide includes an historic and economic context for each city; a bibliography on urbanization and Indian cities; a table of 1971 Indian census data; and a section called Scene Identifications, which coordinates with the filmstrips. (Author/JH)

ED 090 844

HE 005 442

Hull, W. Frank, IV And Others

The American Undergraduate Off-Campus and Overseas: A Study of the Educational Validity of Such Programs. Phase I. Interim Report.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Spans Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Mar 74

Contract—OEG-0-72-3588

Note—134p.; To preserve confidentiality pages 78-187 and 232-280 are not included in this document.

EDRS Price MF-S0.83 HC-\$7.35 Plus Postage.

Descriptors—College Students, Educational Objectives, \*Higher Education, \*Measurement Instruments, Measurement Techniques, Research

Projects, \*Student Attitudes, \*Study Abroad, \*University Extension

Identifiers—\*Individual Opinion Inventory, IOI

This project identified the specific goals sought by a group of off-campus study program directors having much experience who developed an appropriate instrument to assess whether or not the student participants perceived these goals as having been actualized within themselves. The research instrument developed for the assessment was the Individual Opinion Inventory (IOI). Results emerging from this phase of the project indicated: (1) that students of different academic majors responded differently to the instrument, with students in the humanities scoring category items significantly more favorably than students in the sciences; (2) associations of statistical significance were found between the 13 experimental categories of the instrument and (a) the student's present interest in the area of off-campus study, (b) the student's present amount of reading about that area, and (c) the student's present amount of correspondence with individuals living in the off-campus study location. (MJM)

ED 092 415

SO 007 310

Curtiss, Marie Joy

The Classical Performing Arts of India.

Spans Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Aug 73

Contract—OEC-0-71-0611

Note—227p.

Available from—Marie Joy Curtiss, Syracuse University, Syracuse, New York 13210

EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Audiovisual Aids, Course Content, Dance, Drama, Educational Research, \*Fine Arts, \*Humanities, Music, Musical Instruments, \*Non Western Civilization, Slides, Tape Recordings, Theater Arts

Identifiers—\*India

A monograph of the numerous activities that have contributed to the current renaissance of India's classical performing arts covers the theoretical aspects, musical instruments, the main schools of classical dance, and drama. Besides the basic research described, the total project produced a set of 300 slides with annotated listing, picturing the performing arts and places related to them; a set of three seven-inch reels, double track tape with 52 annotated musical examples from music and dance; and the 216 page monograph describing the basics for each of the classical arts of music, and dance and Sanskrit drama. Complete sets of these materials are available from the following: Cultural Affairs Office, Government of India; College of Indian Music, Dance and Drama, M.S. University of Baroda; the Madras Music Academy; The National Sangeet Natak Academy, Delhi; the Maharaja's Museum, Jaipur; and the Bird Library, Syracuse University, Syracuse, New York. Each part of the project is capable of standing alone. The combined media provide a means of self-instruction for an independent course of study. Glossary and bibliography are included. (Author/KSM)

ED 094 148

CE 001 648

Mushkin, Salma J., Ed.

Recurrent Education.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 73

Note—354p.; Papers deriving from the Georgetown University Conference on Recurrent Education (March 1973)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01277, \$3.60)

**EDRS Price MF-0.83 HC-\$19.41 Plus Postage.** Descriptors—\*Career Education, Conference Reports, Conferences, \*Continuous Learning, \*Educational Finance, Educational Objectives, \*Educational Policy, \*Educational Supply, Financial Support, Foreign Countries, Government Role, School Industry Relationship, Womens Education

Identifiers—\*Recurrent Education

The volume presents 24 papers deriving from the March 1973, Georgetown University Conference of Recurrent Education, the first major meeting on recurrent education to be held in the United States. The conference findings underscore the many problems and issues favoring greater flexibility in the timing of education and educational systems that give meaning to the broadening of these choices. The intent of the meeting was to provide American scholars a sense of European thinking about recurrent education to promote an interest at home. The papers are organized according to general topics: policy directions (three papers), supply and demand (four papers), target group focus (five papers), education and the world of work (six papers), and financing and politics of recurrent education (five papers). There is a summary analysis of an agenda for research concluding the papers. A 17-page selected bibliography divided into subject categories is included, and an index to the papers provided. (AG)

**ED 095 709** FL 006 169  
**Bridging the Asian Language and Cultural Gap. A Handbook for Teachers.** Vol. 7, Asian Project. Los Angeles City Schools, Calif. Div. of Career and Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—74

Contract—OEG-71-4409

Note—77p. For related documents, see FL 006 163-170

**EDRS Price MF-0.83 HC-\$4.67 Plus Postage.** Descriptors—Adult Education, \*Adult Students, \*Asian Americans, Chinese Americans, \*English (Second Language), Filipino Americans, Japanese Americans, Korean Americans, Language Instruction, Samoan, Second Language Learning, \*Spanish Speaking, \*Teaching Guides

This handbook for teachers is the seventh and final volume in the series of Asian Project curriculum materials for the teaching of English as a second language to adults. The three basic components of the handbook—the phonological, the syntactical, and the cultural—are intended to provide teachers of Asian students with background information which will help them better understand the problems and needs of their students. The information included focuses on Chinese, Japanese, Korean, and Filipino students. A brief survey of the pronunciation problems of Samoan students appears in the appendix. Since Asian students are often found in classes containing many Spanish speakers, a Spanish component has been added. A bibliography concludes the handbook. (PP)

**ED 095 955** JC 740 326  
*Cohen, Martin J.*  
**World Game Study in the Community College. ERIC Clearinghouse for Junior Colleges Topical Paper No. 44.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Topical-Pap-44

Pub Date—Sep 74

Note—31p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.** Descriptors—\*College Curriculum, \*Community Colleges, Concept Teaching, \*Course Descriptions, \*Experimental Curriculum, Post Secondary

Education, Student Research, Teaching Techniques, Technical Reports, \*World Problems

Identifiers—\*World Game

During 1973-74, the World Game was studied as an experiment on a community college campus. World Game is a means of engaging humanity's best intelligence on the situations and problems arising from living on Earth, and it is a means of ensuring that the intelligence and energy of wide ranges of people are engaged in the work. The experiment was conducted as a single course, rather than a full program of study, during each of three quarters of the school year. Results of the experiment showed that although there was only one instructor and about 60 students enrolled, the wide range of activities explored offered an opportunity to assess college and community reaction to the World Game studies. As an experiment to determine what kinds of preparation students need in order to succeed in World Game activities, the program was extremely valuable. It was shown that a self-selected sample of community college students can learn the essentials of the basic concepts and then apply some of the methods of World Game to the study of their community and society. An appendix provides a Student Project Report for the fall and winter quarters of the course. (DB)

**ED 098 091**

*Paine, Whiton S. And Others*

**An Evaluation of Undergraduate, Problem-Oriented Interdisciplinary Courses in International Studies. Final Report.**

Cornell Univ., Ithaca, N.Y. Center for Improvement of Undergraduate Education.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Aug 74

Contract—OEG-0-73-0092

Note—344p.

**EDRS Price MF-0.83 HC-\$12.71 Plus Postage.** Descriptors—Concept Teaching, Developing Nations, European History, Group Unity, \*Higher Education, \*Instructional Innovation, \*Interdisciplinary Approach, Peace, Political Power, \*Political Science, Problem Solving, Program Evaluation, Rural Development, Team Teaching, Thematic Approach, War, \*World Affairs

Identifiers—Center for International Studies, \*International Studies

A program developed by the Center for International Studies (CIS) at Cornell, focusing on world-based, political problems was evaluated for the ongoing improvement of the program. Of particular interest was whether the program was meeting its characterized goals of interdisciplinary content, problem orientation, and team teaching at the introductory level for undergraduates. The "Context-Input-Process-Product" evaluation model chosen to assess the program relied on data collected from student questionnaires and ratings, course and program documents, grading data, interviews with faculty, and observations of course activities. The results of the evaluation presented descriptively, begin with a history of CIS and the development of the program. A description of the character of the courses, then, indicates a change in the focus of the program as it progressed. The six courses are now more aptly characterized as being specialized, advanced, international studies courses. Suggestions for continuation of the program take these changes into consideration. A bibliography and appendices containing data collected and important aspects of each course complete the report. (JH)

**ED 099 476**

*Douthitt, Dorothy B. Lung, Julia*

**Samoan Demonstration Program: Volume 1. Final Report for FY 73-74.**

Hawaii Univ., Honolulu. Honolulu Community Coll. Kalihii-Palama Education Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—74

Contract—OEG-9-73-0091

Note—56p. For Volume 2, see CE 002 547

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.** Descriptors—\*Adult Basic Education, Course Organization, Culturally Disadvantaged, \*Curriculum Development, \*Demonstration Programs, \*Disadvantaged Groups, English (Second Language), Language, Peer Teaching, Program Development, Teacher Workshops

The Samoan Demonstration Program had the objectives of (1) reaching disadvantaged Samoan immigrants to Hawaii to help them compete for vocational and apprenticeship programs; (2) integrating the program's services with other resources to reach the total family unit; (3) instituting peer instruction as a curriculum innovation; (4) teaching basic education to the 75 unemployed and underemployed Samoan adults in the program; and (5) measuring differences between traditional classroom techniques used in the first year with the curriculum to be developed in the second year. The first part of the document introduces the problem, program organization, and the approach. Section 2 presents information on selection of instructional areas and teachers, class location, and teacher training; student selection, enrollment, and attendance; instructional materials and methodology; evaluation techniques, awards, counseling, supportive and consultative services. Bilingual and bicultural considerations, basic education based on high interest subject matter, peer instruction, and teaching the total family unit are considered in section 3, along with evaluation techniques, attendance indications, class size, and length of courses. Sections 4 and 5 briefly discuss implications and plans for information dissemination. Appendices present a report on teacher training workshops, forms, class visitation report, review and samples of instructional materials, and a summary of content for workshops. (NH)

**ED 099 477**

*Lung, Julia Duarte, Salvador R.*

**Samoan Demonstration Program: Volume 2. Final Report for FY 73-74.**

Hawaii Univ., Honolulu. Honolulu Community Coll. Kalihii-Palama Education Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—74

Contract—OEG-9-73-0091

Note—104p. For Volume 1, see CE 002 546

**EDRS Price MF-0.83 HC-\$6.01 Plus Postage.** Descriptors—\*Adult Basic Education, \*Auto Mechanics, Culturally Disadvantaged, \*Demonstration Programs, Disadvantaged Groups, English (Second Language), \*Instructional Materials, \*Vocational Skills

The second volume reporting on the Samoan Demonstration Program contains four sets of custom designed auto mechanics instructional materials, each including instructor's directions for using the materials. The materials were designed for Samoan speaking students who desire to improve their basic English communication skills, and the lessons provide students with vocabulary development, spelling, reading, and writing exercises. The four instructional sets are Trade Terminology, Tool Identification, Safety Vocabulary, and Shop Management. Each set is divided into a materials description, package objectives, evaluation methods, implementing materials, and the instructor's information sheet, followed by a student information sheet and practice exercises related to vocabulary development, spelling, reading, and writing. About one-fourth of the document is devoted to are- and posttests on the first three sets, and a posttest for the fourth set. A tool identification script for tape use is included. (NH)



DCM Associates, San Francisco, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C.; San Jose City Coll., Calif.  
Pub Date—Aug 74  
Contract—OEG-0-74-0489  
Note—40p.

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**  
Descriptors—\*Futures (of Society), Humanism, Humanistic Education, \*Junior Colleges, \*Participant Satisfaction, Program Content, \*Program Evaluation, Social Values, Sociology, \*World Affairs, World Problems  
Identifiers—U N Universal Declaration of Human Rights

San Jose City College's Future Think Program consists of the following courses: Language, Culture, and Change; Third World Since 1945; Marriage and Family; Ecology and Man; Science Fiction; Introduction to Literature: Science Fiction; Introduction to Sociology; and Sociology/Fiction of the Future. An evaluation by an independent consulting firm was based on student responses to a comprehensive course and program evaluation instrument and on classroom observations. The 367 students completing the survey gave a favorable assessment of the program, courses, and instructors. They believed futuristics to be an important curriculum topic, felt their study had favorably affected their own thinking and planning for the future, and felt more responsible for the future of society. In-class observations showed that instructors were creative in melding instructional strategies to the requirements of the topic. To determine the integration of program materials with the general field of futuristics and global perspectives, students were asked to list which of the Articles of the U. N. Declaration of Human Rights were related to their courses and which were not. Their responses tended to concur with the stated objectives of the course, but the students were only moderately optimistic about the chances for achievement of goals in world affairs. (MJK)

**ED 107 102** FL 005 091  
*Leslau, Wolf*  
**Intermediate Amharic Cultural Reader. Final Report.**

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.  
Pub Date—Oct 73  
Contract—OEC-0-71-2395(823)  
Note—357p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**  
Descriptors—Afro Asiatic Languages, \*Amharic, \*Cultural Background, Instructional Materials, Language Instruction, \*Reading Materials, Semitic Languages, Sociocultural Patterns, Student Developed Materials, Teacher Developed Materials, \*Textbooks, Uncommonly Taught Languages, Vocabulary  
Identifiers—\*Ethiopia, NDEA Title VI

This reader is intended to provide material for the intermediate-level student of Amharic, as well as to introduce the student to the cultural and social life of Ethiopia. The 39 texts were each prepared by a different student at Haile Selassie I University, thus providing the reader with a variety of language styles. The Amharic texts are followed by their English translations, which are as close as possible to the original, and which retain Amharic technical terms. An Amharic-English glossary completes the volume. (AM)

CE 152 125  
Jerczek, Eugene P.  
**International Vocational Studies in Advanced Culinary Arts. Final Report.**

Minneapolis Joint Independent School District 287, Minn.  
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.  
Report No.—VT-102-144  
Pub Date—28 Feb 75  
Note—68p.; Portions of the appendix have been deleted because they are not reproducible

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**  
Descriptors—\*Cooking Instruction, \*Developmental Programs, \*Food Service Occupations, \*International Programs, Letters (Correspondence), Metric System, Pilot Projects, \*Post Secondary Education, Records (Forms), Study Abroad, Travel  
Identifiers—Switzerland

The document describes an exemplary project from January 1, 1973 to December 31, 1974 in which 21 postsecondary cook/chef students were afforded the opportunity to spend six months in a training experience in Switzerland. The project, coordinated through the Swiss Hotel Association, was intended to provide a basis for sharing information with the food industry, especially in Minnesota. All participants reported that the program contributed to their growth. Language and cultural adjustment were seen as the biggest handicaps which were encountered most frequently at the beginning of the experience. Appended materials, making up the bulk of the document, include: list of participants, forms, correspondence, travel tips, metrics in the kitchen, and a program evaluation form. (LJ)

**ED 129 206** HE 008 304  
*Oxman, Robert B.*  
**University Outreach Programs on East Asia: Linkages with School and Community. Wingspread Report.**

Johnson Foundation, Inc., Racine, Wis.  
Pub Date—Sep 75  
Note—45p.  
**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**  
Descriptors—\*Asian History, \*Asian Studies, \*College Role, Conference Reports, \*Cultural Interrelationships, \*Foreign Culture, \*Higher Education, Non Western Civilization, Organizations (Groups), \*Outreach Programs, School Community Relationship, Social Responsibility  
Identifiers—Wingspread

The Wingspread conference was convened by the National Committee on United States-China Relations, Inc. and the Asia Society to consider how universities and centers for East Asian studies might make knowledge of Asian affairs more available. The intended audiences were secondary schools, the business community, persons interested in world affairs as part of their continuing education as responsible citizens, and the public information media. Representatives of 21 universities met at Wingspread, the education conference center of The Johnson Foundation, to discuss an array of choices relating to outreach. Such outreach methods may include teacher-student relationships, publishing, exhibits, cultural presentations, community forums, use of the electronic media, cooperation with organizations and institutions, or merely people talking to people. The university's role and opportunities were explored, along with case studies in university-community linkages, goals for the future, guidelines, and financial support. (LBH)

CE 005 213  
Kraemer, Alfred J.  
**Development of a Cultural Self-Awareness Approach to Instruction in Intercultural Communication. Technical Report 73-17.**

Human Resources Research Organization, Alexandria, Va.  
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.  
Report No.—HumRRO-TR-73-17  
Pub Date—Jul 73  
Contract—DAHC-19-73-C-0004  
Note—66p.; For a related document, see SO 009 458

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**  
Descriptors—Adult Education, Bias, \*Communication Problems, \*Communication Skills, \*Cultural Awareness, Cultural Background, Cultural Differences, Cultural Interrelationships, \*Cultural Traits, \*Foreign Culture, Instructional Programs, Intercultural Programs, Oral Communication, Program Development, Self Evaluation, \*Teaching Techniques

This report describes development of an exercise designed to improve intercultural communication skills. The exercise is intended for use in instructional programs that prepare Americans for work in a foreign cultural environment. When persons of differing cultural backgrounds attempt to communicate with each other, each makes unwarranted, culturally conditioned assumptions about the other person. This makes communication difficult. An exercise was designed to reduce this effect through increased cultural self-awareness. Participants analyze videotapes of staged "excerpts" from intercultural dialogues that contain subtle manifestations of cultural influences that are present in American society. The participants learn how to recognize such manifestations. To facilitate this difficult process, the excerpts are grouped into sequences with each sequence showing several manifestations of the same cultural influence while noncultural influences are varied from excerpt to excerpt. In each sequence, the cultural influence is a common element that is gradually brought into focus. Scripts for 138 excerpts, grouped into 21 sequences, are presented in an appendix. (Author/ND)

**ED 129 683** SO 009 458  
*Kraemer, Alfred J.*  
**Workshop in Intercultural Communication: Handbook for Instructors. Technical Report 74-13.**

Human Resources Research Organization, Alexandria, Va.  
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Report No.—HumRRO-TR-74-13  
Pub Date—Jun 74  
Contract—DAHC-19-73-C-0004  
Note—79p.; For a related document, see SO 009 457

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**  
Descriptors—Adult Education, Bias, \*Communication Problems, \*Communication Skills, Cultural Awareness, Cultural Background, \*Cultural Differences, Cultural Interrelationships, Cultural Traits, Evaluation Methods, \*Foreign Culture, Intercultural Programs, Oral Communication, Self Evaluation, \*Teaching Guides, \*Workshops

This handbook provides detailed guidelines for conducting the exercise described in SO 009 457 as a workshop on intercultural communication. The objective of the workshop is to improve participant skill in intercultural communication by increasing the ability to recognize cultural influences in participants' own thinking. Aspects of conducting the workshop that are described in the handbook include (1) knowing participants' backgrounds, (2) explaining the objective of the workshop, (3) describing the workshop exercise to participants, (4) preparing participants for the exercise, (5) following

instructional procedure during the exercise, and (3) handling participant resistance to the learning process. A guide to the scripts of the videotaped dialogues in the workshop exercise indicates specific aspects of an American's utterances that reflect cultural influence which is common to all excerpts in a sequence, clues about utterances of the foreign culture, and examples of how cultural influences manifest themselves in most sequences. Also provided in the handbook are methods for evaluating the workshop, such as a cultural self-awareness test designed to measure ability to recognize cultural influences in one's own thinking. Data obtained from an evaluation of an abbreviated version of the workshop are included for comparison. (Author/ND)

**ED 129 704** SO 009 501

*Richardson, Charles Howard*  
**Cultures of the World: Administrative Manual [And] Study Guide.**  
 Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development.  
 Pub Date—75  
 Note—256p.

Available from—Institute for Personal and Career Development, Central Michigan University, Mt. Pleasant, Michigan 48859 (study guide \$4.72, write for ordering information on other items)  
**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Education, Course Objectives, \*Developed Nations, \*Developing Nations, Diagnostic Tests, \*External Degree Programs, Geography Instruction, Higher Education, \*Human Geography, \*Independent Study, Industrialization, Instructional Materials, \*Learning Modules, Post Secondary Education, Technological Advancement, Units of Study (Subject Fields), World Geography, World Problems

This learning package is a three-semester-hour, independent-study course in geography and cultures of the world designed for postsecondary, external degree students. Keyed to the commercially published textbook "Between Two Worlds: A New Introduction to Geography" (Boston, MA: Houghton Mifflin Company, 1973), the package consists of an administrator manual, "Goode's World Atlas," and a student study guide. The manual describes the course and outlines the roles and tasks of the tutor/grader. The study guide, which serves as the student's instructor telling him what material should be read, when to read it, and how to evaluate his progress, contains specific course objectives, diagnostic tests and keys, and practical exercises and keys for five units which comprise the course. Students compare and contrast life within and among developed and developing nations. They contrast life in isolated village of India with life in Washington, D.C., explore the extent to which the natural environment determines the level of modernity of a place, and examine elements in the underdeveloped nations which must be improved if progress toward modernization is to be made. Students read the objectives of each unit and take a diagnostic pretest. The guide refers them to textbook readings and to actual exercises for items missed. Students check their mastery of objectives with posttests. Final exams are required. Hard copies of the learning package, with or without the textbook, are available from the Institute for Personal and Career Development. Only the administrator manual and the study guide are on microfiche. (Author/RM)

**ED 129 965** UD 016 515

**Caribbean American Scholars Exchange Program: A Program of the Phelps-Stokes Fund.**  
 Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.  
 Pub Date—[72]  
 Note—160p.

**EDRS Price MF-50.83 HC-58.69 Plus Postage.**  
 Descriptors—Black Colleges, \*Black Dialects, \*Black Education, \*Communication Problems, Cross Cultural Studies, Delivery Systems, Educational Development, \*Exchange Programs, Folk Culture, \*Health Needs, Higher Education, Human Services, Language Patterns, Music Education, Official Languages  
 Identifiers—\*Caribbean

This booklet comprises eleven articles selected from a set of papers delivered by a number of professional educators and researchers during seminars arranged in the West Indies and the United States in compliance with the goals of the Caribbean American Scholars Exchange Program. The 11 articles are grouped in 4 sections. The first section regarding philological and philosophical frameworks, deals with the official languages as opposed to the folk languages in the Caribbean. A second section, labeled missions and directions, focuses on health as an environmental, social, and economic factor; the role and function of the traditionally black colleges; liberal arts or vocational education for the American black; and options for consideration in Caribbean education. Section 3 on political and cultural variances in systems and services, discusses a farmer's cooperative in North Carolina as a model for developing regions, popular and folk vs. classical music instruction and training, human resources development in employment and training, and the media's responsibility in communication needs for varied audiences. The final section is devoted to a transcript of a recorded magnetic tape of a narrative by a "typical Jamaican boy." (RC)

**ED 130 351** CS 501 521

*Smith, Calvin N.*  
**Teaching Intercultural Communication on the Graduate Level.**  
 Pub Date—76

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*Communication Skills, Course Descriptions, Cross Cultural Studies, \*Cultural Awareness, \*Cultural Exchange, \*Ethnology, Graduate Study, Higher Education, Immigrants, \*Intercultural Communication, \*Intercultural Programs, Teaching Methods

This paper outlines a method of teaching international and intercultural communication, which has proved successful at the graduate level at Eastern Illinois University in meeting the following minimal goals: providing a uniform set of definitions concerning crosscultural communication, allowing an in-depth examination of the unique intercultural communication problems between the general population and ethnic groups emigrating to America, providing extensive experience in interacting with people of other cultures, encouraging insight into methods to help overcome cultural barriers, and allowing experiences in investigating, analyzing, and reporting on a culture of the students' choice. Attached to this report is a daily schedule of class activities. (KS)

**ED 131 559** EA 008 879

**Co-operation in Curriculum Explorations. Report of a High-Level Personnel Exchange Workshop (Pakistan, 1-10 November 1975).**  
 Ministry of Education, Islamabad (Pakistan). United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date—Nov 75  
 Note—57p.  
 Available from—Unipub, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$5.35)  
**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Change Strategies, \*Conference Reports, \*Curriculum Design, \*Curriculum Development,

Elementary, Elementary Secondary Education, Experimental Programs, Post Secondary Education, Program Descriptions, \*Regional Cooperation, Workshops

Identifiers—Indonesia, Iran, Pakistan, Sri Lanka  
 This report summarizes the High-Level Personnel Exchange Workshop on Curriculum Development that was held in Islamabad and Karachi, Pakistan, November 1-10, 1975. Attending the workshop were nine representatives from Iran, Indonesia, Pakistan, and Sri Lanka. Purpose of the workshop was (1) to deliberate on the current curriculum activities in the member states in relation to similar activities in other countries, (2) to identify common problems and issues in curriculum development, (3) to determine possible ways and means to deal with the problems, and (4) to suggest followup activities for fostering collaboration among the member states in the area of curriculum development. The report is organized in five main chapters that reflect the major topics considered during the workshop, including (1) new conceptions and directions in curriculum development, (2) sharable experiences in curriculum development, (3) problems and strategies of curriculum design, (4) problems and strategies of curriculum development, and (5) strengthening collaboration in curriculum development. (Author/JG)

**ED 131 560** EA 008 880

**African Regional Seminar for Advanced Training in Systematic Curriculum Development and Evaluation.** (Achimota, Ghana, 14 July-15 August 1975). Report.

German Foundation for International Development, Bonn (West Germany). Swedish International Development Authority (SIDA). United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures and Content of Life-Long Education. United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75  
 Note—117p.

**EDRS Price MF-50.83 HC-58.69 Plus Postage.**  
 Descriptors—Change Strategies, \*Conference Reports, \*Course Descriptions, Curriculum Design, \*Curriculum Development, \*Curriculum Evaluation, Elementary Secondary Education, \*Institute Type Courses, Post Secondary Education, Regional Cooperation, Seminars

This report summarizes the African Regional Seminar for Advanced Training in Systematic Curriculum Development and Evaluation that was held at Achimota, Ghana, July 14-August 15 1975. Attending the seminar were 67 participants from 12 African countries, including Cameroon, Gambia, Ghana, Kenya, Liberia, Malawi, Nigeria, Sierra Leone, Swaziland, Tanzania, Uganda, and Zambia. Purpose of the seminar was to provide intensive training in systematic curriculum development and evaluation for curriculum specialists and to serve as a forum for the exchange of experiences in coping with the problems of curriculum development and evaluation. Individual chapters of the report focus in turn on aims of the seminar, selection of seminar participants and faculty, administration of the seminar, structure and content of the seminar, evaluation of the seminar, and proposed followup activities. In addition, the appendix contains a list of seminar participants and faculty, a detailed timetable for the seminar, and the texts of several addresses and papers presented at the seminar. (JG)

**ED 132 620** CS 501 563

*Hamilton, Cheryl R.*  
**Teaching Intercultural Communication on the Community College Level.**  
 Pub Date—76

Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors—**\*Communication (Thought Transfer), \*Community Colleges, \*Course Content, \*Course Descriptions, \*Course Organization, \*Curriculum Development, \*Educational Administration, \*Grading, \*Higher Education, \*Intercultural Programs, \*Junior Colleges

**Identifiers—**\*Intercultural Communication

Although intercultural-communication courses are increasing in universities in this country, very little interest in these courses is displayed on community college campuses. This paper presents and discusses procedures for community colleges to develop an effective course in intercultural communication. Consideration is given to the initial planning stage (where to start, an appropriate vehicle for offering the course, who should teach the course, and interdisciplinary approaches); course content (determining the type of course, general course content, interpersonal or historical approach, interracial or international approach, cognitive input or experiential activity, and method for determining grades); and administrative and student support. A bibliography is included. (JM)

**ED 133 861** EA 009 115  
 Phillips, H. M.

**What Is Meant by Basic Education? IIEP Seminar Paper: 19.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—28p.; A contribution to the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975); For related documents, see EA 009 106-111 and EA 009 113-116

Available from—IIEP Publications, 7-9 rue Eugène Delacroix, 75016 Paris, France (3.00 francs)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Adult, \*Basic Education, \*Basic Skills, \*Developing Nations, \*Educational Methods, \*Educational Needs, \*Elementary Education, \*Equal Education, \*Literacy Education, \*Primary Education

This paper analyzes what is meant by basic education. The author presents six principal usages of the term that are based on the kinds of education offered and their purposes rather than on whether they take place in or out of school. Examples of the six usages are given. Variations in terminology are generally more than purely semantic or technical. Each expression is usually associated with a particular type of effort or educational stance, based (overtly or inadvertently) on certain social, economic, and political as well as educational concepts. Basic education also has civic and developmental meanings. Basic education in its civic sense can be said to be that form of education that in any given country can meet at least minimum learning needs and can also be made universal. Developmental meanings of basic education overlap with civic meanings, but place more emphasis on its contribution to vocational needs and personal development linked with daily activities. (Author/IRT)

**ED 134 287** JC 770 127

Sharon, Douglas Maksik, Jon  
 UCLA Latin American Center Enrichment Program in Latin American Studies for Community College Instructors. Project Mexico—Final Report.

California Univ., Los Angeles. Latin American Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[Feb 77]

Note—37p.; For teaching modules developed during the project see JC 770 128-140

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
**Descriptors—**\*Community Colleges, \*Course Content, \*Curriculum Development, \*Curriculum Guides, \*Junior Colleges, \*Latin American Culture, \*Learning Modules, \*Mexican American History, \*Mexican Americans, \*Teacher Developed Materials

**Identifiers—**\*Chicano Studies, \*Mexico

The objectives of Project Mexico were to train a group of 15 community college instructors from Southern California in an interdisciplinary approach—integrating ideological, technological, and societal perspectives—to the study of Mexican culture, to produce new curriculum materials for use in community college classroom instruction, and to develop a model for the study of other Latin American countries. After initial orientation and background reading, project participants spent six weeks of intensive study and travel in Mexico, focused on development of individual curriculum projects. The project resulted in nine teaching modules dealing with Mexican history and culture and four teaching modules dealing specifically with Chicano Studies, two of which are addressed to the important issue of helping Chicano students adapt to a college environment. Logistics, rationale, summative and formative evaluations of the project are presented in this report. Appended are a statement on coordination and dissemination of the results of Project Mexico by Carol Starcevic of the UCLA Latin American Center, and a theoretical model for curriculum development based on an interdisciplinary approach to Latin American studies by Allyn Sinderbrand. (JDS)

**ED 134 288** JC 770 128

Bryson, Robert J.

**Literature of and about Mexico. Project Mexico.**

California Univ., Los Angeles. Latin American Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[Feb 77]

Note—10p.; For related documents, see JC 770 127-140

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors—**\*Community Colleges, \*Course Descriptions, \*Course Objectives, \*Course Organization, \*Curriculum Guides, \*Junior Colleges, \*Latin American Culture, \*Literary History, \*Mexican American History, \*Spanish American Literature

**Identifiers—**\*Mexico

This document is a course outline for an 18 week course in literature of and about Mexico designed to give community college students the experience of studying a variety of literary forms, such as the epic, the lyric, the short story and the novel, in a foreign and exotic setting such as Mexico. Further, the course is intended to help the student gain a broad, and in some areas, a deep understanding of the Mexican cultural experience, leading to an understanding of the Mexican consciousness. Course goals and general materials and activities are described in this outline as are the objectives, methods, and readings (in translation) for each unit comprising the course. Course units cover Mexican literature from the pre-Hispanic period through the modern era. An extensive bibliography listing alternative readings from which instructors may select is attached. (JDS)

**ED 134 289** JC 770 129

Callanan, Margaret

**Pre-Columbian Mayan Myths. Project Mexico.**

California Univ., Los Angeles. Latin American Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[Feb 77]

Note—14p.; For related documents, see JC 770

127-140

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors—**\*Art Education, \*Community College, \*Course Content, \*Course Descriptions, \*Course Objectives, \*Curriculum Guides, \*Junior Colleges, \*Latin American Culture, \*Learning Modules, \*Mexican American History, \*Mythology

**Identifiers—**Mayan Art, \*Mayan Culture

This document outlines a course unit on Pre-Columbian Mayan Myths intended to be part of semester-long survey course on world mythology. The intended unit length of three weeks for three hours per week allows time for consideration of brief geographical, historical, and cosmological background against which to place Mayan mythology of the principal Mayan deities, and a presentation of Mayan art reflecting Mayan mythology. Instructional activities, suggested student activities and reading assignments are included in this outline for each segment of the unit. A bibliography and list of useful films and filmstrips is included. (JDS)

**ED 134 290** JC 770 130

Carlos, Luis A.

**The Mexican Revolution of 1910. Project Mexico.**

California Univ., Los Angeles. Latin American Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[Feb 77]

Note—21p.; For related documents, see JC 770 127-140

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors—**\*Community Colleges, \*Course Descriptions, \*Curriculum Guides, \*History Instruction, \*Junior Colleges, \*Latin American Culture, \*Mexican American History, \*Mexicans, \*Revolution

**Identifiers—**\*Mexican Revolution

This document is a course outline for a 16 week community college course on the Mexican Revolution of 1910, designed to trace the historical development of events leading to the Mexican Revolution, examine the armed struggle of the Revolution, and explore the aftermath of that struggle. Cognitive and affective objectives are included in the outline for each of the instructional units comprising the course. Suggested textbooks and required readings are listed, the method of evaluating students completing the course is defined, and suggested student activities appropriate to each unit of the course are included. An extensive annotated bibliography of research materials in Spanish and English and sample test questions are attached. (JDS)

**ED 134 291** JC 770 131

Casellano, Rita

**Mexican Identification. Project Mexico.**

California Univ., Los Angeles. Latin American Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[Feb 77]

Note—27p.; For related documents, see JC 770 127-140

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
**Descriptors—**\*Community Colleges, \*Course Descriptions, \*Course Objectives, \*Cross Cultural Studies, \*Curriculum Guides, \*Family Relationship, \*Junior Colleges, \*Latin American Culture, \*Learning Modules, \*Mexicans, \*Sex Role, \*Social Class, \*Social Stratification

**Identifiers—**Mexico

This document presents an outline and teaching guide for a community college-level teaching module in Mexican identification, designed for students in introductory courses in the social sciences. Although intended specifically for cultural anthropology, urban anthropology, comparative soci-

organization and sex roles in cross-cultural perspective, the content and objectives are applicable to various sociology and psychology courses. The module focuses primarily on analysis of Mexican social organization, including examination of social class, caste, and family oriented statuses and roles. Academic and psychological characteristics of community college students which must be addressed by the instructor to overcome stereotypes and preconceptions are outlined. Learning objectives, methods whereby students may attain the objectives, and methods for evaluating student performance are listed. Although no suitable text is available, selected readings recommended for both instructors and students are included. The bulk of this document outlines in detail the subject matter that the instructor should present to students during the course of the module. (JDS)

ED 134 741

CE 009 521

Furter, Pierre

**Some Problems in Planning Adult Education. No. 59. The Fundamentals of Educational Planning: Lecture, Discussion Series.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—Jan 73

Note—42p.

Available from—International Institute for Educational Planning, 7-9, rue Eugene-Delaurois, 75016 Paris FRANCE (1.50 francs)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—"Administrative Problems," "Adult Education, Education, Educational Administration," "Educational Planning," "International Education," "Program Improvement," "Program Planning, Social Factors"

The three papers presented relate to the problems of planning adult education and are titled "Adult Education for Whom? A Qualitative Analysis of the Customers," "From Literacy to Cultural Development," and "Out-of-School Education: Part of the System of a Parallel System?" The first paper tries to show that any discussion of adult education must start from reflection on the customers who will be served by out-of-school education programs. (The distinction made between the school system and the out-of-school system is that in the regular school system—such institutionalized forms of education as primary or secondary school-pupils are not regarded as customers, since in most countries, they no longer have a free choice. Whereas in out-of-school forms of education, the audience is not only not a captive one, but a conglomeration of sometimes very heterogeneous customers.) The second paper discusses the difficult problems raised by the definition of the aims and content of training. Finally, in the third paper, attention is given to a particularly important problem, namely the institutional problem of the relations between the parallel out-of-school systems and the school system. (WL)

ED 135 279

HE 008 632

Armbruster, Robert J., Ed.

**A Process of Global Enlightenment. International Education: Link for Human Understanding.**

Pub Date—Nov 76

Note—95p.; A report of the Bicentennial project marking the thirtieth anniversary of the educational exchange program under the Fulbright-Hays Act.

Available from—Board of Foreign Scholarships, Bureau of Educational and Cultural Affairs, Department of State, Washington, D.C.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Alumni, Conferences, Cultural Awareness, Culture Contact, Governing Boards, Government Role, \*Higher Education, Individual Development, Institutional Role, \*International Educational Exchange, International Relations, Objectives, Private Agencies, Professional Con-

tinuing Education, Program Development, Speeches, \*Student Exchange Programs, \*Teacher Exchange Programs  
Identifiers—"Board of Foreign Scholarships, Fulbright Exchange Program," "Fulbright Hays Act"  
In 1976, the Board of Foreign Scholarships brought together Fulbright-Hays alumni of the last 30 years (students, scholars, and teachers who had studied in a foreign country under the auspices of the program established in the Fulbright-Hays Act of 1946. Their purpose was a comprehensive review and assessment of international exchange efforts generally, and specifically those of the Fulbright-Hays program. At ten regional meetings, the topics of discussion were alumni involvement, program implementation, exchange objectives, government and private roles, institutional commitment, the impact of exchange on foreign affairs, professional development and an international community of scholars, and intercultural communication and personal development. Excerpts from the international convocation addresses are included, as is a list of the members of the Board of Foreign Scholarships. (MSE)

ED 135 724

SO 009 855

Simor, Denis

**What Is Inner Asia? Teaching Aids for the Study of Inner Asia, No. 1.**

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date—75

Note—38p.; For related documents, see SO 009 856-858

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Area Studies, Asian History, \*Asian Studies, Climatic Factors, \*Cultural Education, Culture Contact, Curriculum Development, Higher Education, Horses, \*Human Geography, Instructional Aids, \*Non Western Civilization, Physical Environment, Political Power, Secondary Education

This pamphlet is the first of a series aimed at helping college and high school teachers incorporate facts pertaining to Inner Asia into their courses. Written in a narrative style, the pamphlet defines Inner Asia as a "cultural concept," part of the Eurasian continent lying outside the boundaries of Europe, the Middle East, India, Southeast Asia, and East Asia. Its climate, which is colder and drier than that of surrounding countries, does not favor agriculture. Of its four natural vegetation regions (tundra, forest, desert, steppe), the steppe has provided most of Inner Asia's useful resources and a link to contact with other civilizations. Hardy Inner Asian horses allowed the natives to develop superior war-faring cavalries and military strength. The Mongolian area of the steppe belt was a convenient base for attacks on China. Within Inner Asia political unity was never complete, although communication and travel between the vegetation regions was not difficult. Personal nomadism and limited production of its most important commodity, the horse, made Inner Asia politically weak in the pre-modern age. Native groups living near its boundaries often were converted to the more "civilized" ways of neighboring countries. The author points out that "civilized" and "barbarian" are subjective terms relative to the cultures which use them. An annotated bibliography of 17 books is included. (AV)

ED 135 725

SO 009 856

Wylie, Turrell V.

**Tibet's Role in Inner Asia. Teaching Aids for the Study of Inner Asia, No. 2.**

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date—75

Note—27p.; For related documents, see SO 009 855-858

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Area Studies, Asian History, \*Asian Studies, \*Cultural Education, Curriculum Development, Higher Education, Instructional Aids, Legends, \*Non Western Civilization, Political Influences, Religion, Secondary Education

Identifiers—"Tibet"

Second in a series of guides to help college and high school teachers incorporate information about Inner Asia into their courses, this pamphlet discusses the role of Tibet in Inner Asia. Aspects of Tibetan political and religious history are highlighted, and comments are made about the formative relationships Tibet had with her neighbors. Chapter one briefly discusses the Tibetan people. They exhibit two cephalic types, their language shows a dichotomy of linguistic origin, and there is a disparity between orthography and pronunciation of many words. Chapters two through nine review the history of Tibet from prehistoric times to the present. Legendary accounts about the origins of Tibetans are summarized. The original seventh century A.D. monarchy is described, and conversion from shamanism to Buddhism is documented. Invitations by the Mongols began in the Middle Ages, and subsequent political divisions of Tibet ensued. Secularism developed in Tibetan Buddhism in the 11th century, and the politically useful concept of reincarnation of lamas surfaced in the 14th century. Beginning in the 17th century, Tibet experienced political domination by the Manchu Emperor of China, Nepal, Britain, and China. Today, Tibet is regarded as an autonomous region of the People's Republic of China. Chapter ten is a selective, annotated bibliography of five books. (AV)

ED 135 726

SO 009 857

Pennrose, G. Larry

**The Inner Asian Diplomatic Tradition. Teaching Aids for the Study of Inner Asia, No. 3.**

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date—75

Note—23p.; For related documents, see SO 009 855-858

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paperback)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Area Studies, Asian History, \*Asian Studies, \*Cultural Education, Curriculum Development, \*Foreign Policy, Higher Education, Instructional Aids, International Relations, \*Non Western Civilization, Political Attitudes, Political Influences, Secondary Education, Stereotypes  
This pamphlet is the third in a series of guides developed to help college and high school teachers incorporate information about Inner Asia into their courses. A discussion of the diplomatic tradition of Inner Asia is presented. The author documents a strong political tradition that made possession of the Orkhon valley in the steppe region necessary for

ing, and a peace in exchange for civilized goods. Common soldiers and lesser clans frequently forced changes in the imperial leadership that brought benefits of the diplomatic policy to new groups. The author believes this policy of diplomacy toward China provides a unifying theme for the study of Inner Asia and helps dispel the stereotype of the savage, nomadic barbarians of Inner Asia. A bibliographic note cites several books which describe eighth century A.D. Chinese political policy toward the steppe clans, and 13th century living conditions in the Mongol capital. (Author/AV)

### ED 136 168

CG 011 211

Frey, James S.

#### A Review of Problems Concerning the Granting of Transfer of Credit for Undergraduate Study Abroad Programs.

Pub Date—76

Note—15p; Not available in hard copy due to marginal legibility of original document.

#### EDRS Price MF-0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*College Credits, Curriculum, \*Educational Accountability, Educational Programs, Evaluation Criteria, \*International Education, \*Program Evaluation, State of the Art Reviews, \*Study Abroad, \*Transfer Policy

This review examines the various undergraduate study abroad programs and the problems involved in evaluating the programs for the granting of transfer credits. The five major factors influencing the credit evaluation decision are enumerated, and their importance is discussed. (MML)

### ED 137 218

SO 009 966

Otero, George G. Smith, Gary R.

#### Teaching about Food and Hunger: 33 Activities. Environmental Education Series, Volume 1.

Denver Univ., Colo. Center for Teaching International Relations.

Pub Date—76

Note—135p; Pages 88, 89, 93, 103, 106-9, 125 of the original document are copyrighted and therefore not available. They are not included in the pagination

#### EDRS Price MF-0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Education, Bibliographies, Class Activities, Community Resources, \*Concept Teaching, Critical Thinking, Curriculum Development, \*Food, Global Approach, Hunger, \*Instructional Materials, Learning Activities, Nutrition, Resource Materials, Secondary Education, Simulation, \*Social Studies, \*Values

Thirty-three supplementary teaching activities are provided to complement existing curricula related to food. Content covers food production and distribution, nutrition, food shortages, food habits, meal planning, and other topics appropriate for secondary and adult programs. Although the objectives are varied for each lesson, taken as a whole they emphasize discovery skills, values and values clarification, and knowledge of food issues and related concepts. Teaching strategies include discussion based on starter activities, simulation, role playing, and use of community resources. Each activity specifies objectives, teaching time, materials, procedures, evaluation, and further suggestions. Most of the materials are handouts, which are appended.

For example, an activity stressing awareness, values, and critical thinking makes use of a personal food survey to help students determine personal and community eating patterns. Another activity emphasizes values, nutrition, and food distribution through student documentation of food waste within their homes. Global issues of poverty, malnutrition, and disease are also studied. Two bibliographies identify 20 organizations with information on food and hunger and 32 food resources such as

Study Abroad and the First-Year Student.

Pacific Northwest Conference on Foreign Language Proficiency, Portland, Ore., October 1975.

Pub Date—Apr 75

Note—5p; Paper presented at the Annual Meeting of the Pacific Northwest Council on Foreign Languages (26th, Simon Fraser University, April 17-19, 1975)

Available from—Not available separately; see FL 007 842

#### Document Not Available from EDRS.

Descriptors—Achievement Tests, \*Aptitude, \*College Language Programs, Higher Education, \*Intensive Language Courses, Language Ability, \*Language Instruction, Language Proficiency, Language Skills, Language Tests, Listening Comprehension, Reading Skills, \*Second Language Learning, Spanish, \*Study Abroad, Writing Skills Identifiers—Mexico (Jalapa), MLA Cooperative Spanish Test

A study was conducted in Jalapa, Mexico, to test the hypothesis that a student of average and below average language aptitude may have greater difficulty with the accelerated pace of learning in an intensive program. The Modern Language Association Cooperative Spanish Test was administered to the eight beginning students enrolled in the Jalapa program in Fall 1974. Sections administered were listening, reading, and writing. Results indicated this group learned three semesters of Spanish in three and a half months abroad, with production skills ranging highly, although it was not possible to test speaking skills. It is concluded that reservations about the interaction of language aptitude and accelerated pace, as stated by J.B. Carroll, seem unfounded when applied to study abroad. (AM)

### ED 138 139

HE 008 792

Dixon, James P. And Others

#### Future Nigerian-U.S. Linkages in Higher Education.

American Council on Education, Washington, D.C. Overseas Liaison Committee.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—May 77

Contract—AID/sod-C-15

Note—130p; Some tables may be marginally legible due to fine print

Available from—Overseas Liaison Committee, American Council on Education, One Dupont Circle, Suite 800, Washington, D.C. 20036

#### EDRS Price MF-0.83 HC-\$7.35 Plus Postage.

Descriptors—Cooperative Planning, \*Developing Nations, \*Educational Development, Foreign Countries, \*Higher Education, \*Interinstitutional Cooperation, \*International Educational Exchange, \*International Programs, Personnel Needs, Staff Improvement, Universities

Identifiers—Africa, National Universities Commission (Nigeria), \*Nigeria

Nigeria is the most populous African country and the one most critical for U.S. relations with black peoples everywhere. It has a revitalized National Universities Commission (NUC), an ambitious new educational policy, and six old and seven new universities. The challenge is to find effective means of Nigerian access to the appropriate and interested U.S. universities out of the baffling total and to foster linkages in pursuit of mutually held objectives.

That was the task undertaken by the five-man team that visited Nigeria in 1977, at the request of the NUC, organized by the American Council on Education, and cosponsored by the NUC and the U.S. Agency for International Development. Recommendations are made for maximizing U.S. university assistance to Nigerian university education in three areas: (1) overseas staff recruitment; (2) in-

ED 138 1481

HE 008 901

Cibios, Philippe Markiewicz-Lagneau, Janina

#### Students in Short-Cycle Higher Education: France, Great Britain and Yugoslavia.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—76

Note—188p; Legends on charts may be marginally legible due to type size

Available from—Organisation for Economic Cooperation and Development, Paris, France (\$8.00)

#### EDRS Price MF-0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Educational Demand, \*Educational Supply, \*Foreign Countries, Higher Education, \*Post Secondary Education, Statistical Data, \*Student Characteristics, Student Motivation, Vocational Education

Identifiers—France, Great Britain, \*Short Cycle Higher Education, United Kingdom, Yugoslavia Characteristics of students attending short-cycle institutions are explored in this OECD study in order to facilitate effective planning and policy decisions concerning the whole postsecondary system. Focus is on the students' social and educational background, motivations and expectations, and a comparison of these characteristics with the original and formal objectives that determined the creation of the short-cycle institutions. In view of the conceptual, methodological, and resource problems involved in such an international project as this, coverage was limited to a small but representative number of countries and institutions. Three types of institutions are examined: the polytechnics in the United Kingdom; the University Institutes of Technology (IUT) in France; and the Two-Year Post-secondary schools (Visa Skole) in Yugoslavia. Results of this study suggest that it is not possible to promote short-cycle higher education to such prestige that a significant number of students will choose it. As long as both long and short systems of higher education continue to exist side by side, it is not possible to have high-level vocational education that also caters to a large number of students. If its level is high, it tends to become longer; if short and appealing to a large mass of students, its level will be lower. (LBH)

### ED 138 427

RC 009 884

Sikand, Jack

#### Native Studies Programs in Canada and the United States.

Brandon Univ. (Manitoba).

Pub Date—30 Aug 76

Note—15p.

#### EDRS Price MF-0.83 HC-\$1.67 Plus Postage.

Descriptors—Alaska Natives, \*American Indians, \*Canada Natives, Change Strategies, Classification, Communication (Thought Transfer), Cultural Background, Cultural Differences, \*Definitions, \*Educational Objectives, Essays, \*Ethnic Studies, \*Higher Education, Interdisciplinary Approach, Organization, Political Power, Program Development, Research Needs, Self Actualization, Self Concept

Identifiers—Canada, \*Native Studies, United States

Defining Native studies programs in Canada and the U.S., this essay presents: (1) Rationale for Native Studies (recognition on the part of the majority of cultural differences; the emergence of an affirmative Native identity; and declining enrollments in colleges); (2) Structural Organization Alternatives (as part of an existing department; as an interdisciplinary program; as a separate degree-awarding department); (3) Goals (to provide cultural awareness for persons preparing to work among Native populations; to provide Native students with a sense of belonging and an indigenous belief system that

would provide ethical moorings; to enable Native students to develop an identification with the formal educational system; to provide a forum for discussion of the solution to Native problems; to preserve and promote Native heritage; to promote non-partisan intellectual activity; to serve as an unofficial co-ordinator of other Native programs); (4) Recommendations (development of a Native studies periodical and professional conference to promote idea exchange; formation of a North American Native studies organization to facilitate development of a Native university and to exert political influence upon the administration of Native programs; encouragement/assistance to scholars in Native studies by government and industry; deliberate and courageous Native studies goal clarification/articulation; greater commitment to the academic aspects of Native studies). (JC)

ED 139 469

JC 770 290

Glick, Ernie L.

International Education In the Two-Year College.

Pub Date—12 Apr 77

Note—12p.; Paper presented at the Seminar on International Education at the Annual Meeting of the North Central Association of Colleges and Schools (82nd, Chicago, Illinois, April 12, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Consultation Programs, Foreign Students, Intercultural Programs, Interinstitutional Cooperation, \*International Educational Exchange, \*International Programs, \*Junior Colleges, Resource Guides, Study Abroad, Technical Assistance

This paper contains an overview of current activities and potential opportunities for two-year colleges in the area of international education. While involvement of two-year colleges in international education is generally limited and fragmented, there are four major areas of activity: foreign language and area studies, technical assistance and consultancies, foreign student enrollment, and direct exchanges and study abroad. Most institutions already have some type of program in area studies and foreign languages. Consultancies and assistance opportunities are becoming more widely available, particularly as more developing countries seek aid in establishing two-year and technical colleges. Foreign student enrollment, while limited, has a beneficial effect and should be promoted, but specialized services must be provided to insure that the foreign student has a positive experience. Direct exchange/study abroad programs are accessible to all institutions, although few have taken advantage of them; a specific program at the University of Minnesota Technical College at Crookston is described to illustrate this functioning. A listing of resources available to institutions interested in developing international components of their programs is included in this paper. (JDS)

ED 003 666

GHEI, S.N.

**CROSS-CULTURAL STUDY OF PERSONALITY CHARACTERISTICS OF YOUNG ADULTS.**

Vermont Univ. and State Agricultural Coll., Burlington.

Report No.—CRP-S-025

Pub Date—65

Note—52p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Students, \*College Students, Comparative Analysis, \*Cultural Differences, Foreign Students, \*Individual Characteristics, \*Personality Studies, \*Surveys, Test Validity

Identifiers—BURLINGTON, DELHI, EDWARDS PERSONAL PREFERENCE SCHEDULE, INDIA, MULTIPHASE PERSONALITY INVENTORY, VERMONT

A STUDY OF PERSONALITY TRAITS INCLUDED (1) A SURVEY OF THE CROSS-CULTURAL STUDIES OF PERSONALITY STUDIES FROM PROFESSIONAL PUBLICATIONS AND (2) DETAILS OF A COMPARATIVE STUDY OF PERSONALITY CHARACTERISTICS OF SUBJECTS FROM THE UNITED STATES AND INDIA. THE SURVEY OF CROSS-CULTURAL PERSONALITY RESEARCH INCLUDED ANALYSES OF RESULTS FROM (1) THE MULTIPHASE PERSONALITY INVENTORY, (2) A PERSONALITY QUESTIONNAIRE, AND (3) THE EDWARDS PERSONAL PREFERENCE SCHEDULE. THE 235 SUBJECTS OF AN EMPIRICAL STUDY WERE UNIVERSITY STUDENTS FROM DELHI, INDIA, AND 218 UNIVERSITY STUDENTS FROM VERMONT. THE TWO GROUPS WERE ROUGHLY COMPARABLE IN SOCIAL AND CLASS STATUS. THE VARIABLES USED CONSISTED OF A SET OF 15 HOMOGENEOUS SCALES DERIVED FROM 225 ITEMS OF THE EDWARDS PERSONAL PREFERENCE SCHEDULE. FOUR SAMPLE GROUPS WERE DIVIDED RANDOMLY INTO TWO COMPARABLE HALVES. THE CONCLUSIONS INDICATED SIGNIFICANT DIFFERENCES BETWEEN THE TWO GROUPS OF SUBJECTS. HOWEVER, FACTOR STRUCTURE OF NEEDS IN BOTH SUBJECTS WAS NOTED TO BE SIMILAR. THE OBJECTIVE PERSONALITY TESTS, AND THE MULTIVARIATE TECHNIQUES INDICATED GREAT POTENTIAL FOR THE STUDY OF CROSS-CULTURAL PERSONALITY CHARACTERISTICS. (RS)

ED 011 056

GHEI, S.N.

**CROSS-CULTURAL STUDY OF THE RELATIONSHIP BETWEEN THE SOCIAL DESIRABILITY VARIABLE AND PERSONALITY VARIABLES.**

Vermont Univ. and State Agricultural Coll., Burlington.

Report No.—BR-6-8494

Pub Date—67

Note—12P.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—American Culture, Bengali, College Students, \*Comparative Analysis, \*Cultural Differences, Hindi, \*Personality Assessment, \*Personality Studies, Self Concept, \*Social Attitudes

Identifiers—BURLINGTON, EDWARDS PERSONAL PREFERENCE SCHEDULE (EPPS), INDIA

AN EFFORT WAS MADE TO MEASURE THE EXTENT TO WHICH THE OBSERVED DIFFERENCES IN THE PERSONALITY STRUCTURE OF AMERICAN COLLEGE STUDENTS AND COLLEGE STUDENTS IN INDIA MIGHT HAVE BEEN AFFECTED BY CROSS-CULTURAL DIFFERENCES IN A SO-

CIAL DESIRABILITY SET DERIVED FROM THE EDWARDS PERSONAL PREFERENCE SCHEDULE (EPPS). EIGHT HYPOTHESES WERE TESTED ON 243 AMERICAN LIBERAL ARTS UNDERGRADUATE FEMALES AND 258 FROM TWO LINGUISTIC REGIONS (HINDI AND BENGALI) OF INDIA. RESULTS SHOWED THAT SOCIAL DESIRABILITY SCALE VALUES OF PERSONALITY STATEMENTS WERE POSITIVELY AND SIGNIFICANTLY RELATED NOT ONLY ACROSS TWO DISTINCT LINGUISTIC REGIONS OF INDIA BUT ALSO ACROSS THE AMERICAN AND INDIAN CULTURES. IT WAS CONCLUDED THAT PERSONALITY TESTS IN WHICH VARIOUS RESPONSE SETS HAVE BEEN PURPOSELY CONTROLLED MAY PROVE TO BE USEFUL IN THE OBJECTIVE CROSS-CULTURAL STUDY OF PERSONALITY. (GD)

ED 014 061

AL 000 727

FISHMAN, JOSHUA A.

**YIDDISH IN AMERICA—SOCIO-LINGUISTIC DESCRIPTION AND ANALYSIS.**

Indiana Univ., Bloomington. Research Center in Anthropology, Yeshiva Univ., New York, N.Y.

Report No.—IURC-PUB-36; NDEA-6-62

Pub Date—APR65

Contract—OEC-SAE-8729

Note—1p.

Document Not Available from EDRS.

Descriptors—\*American Culture, American History, European History, Hebrew, Jewish Stereotypes, \*Jews, Language Programs, Language Standardization, Private Schools, Religious Education, Self Concept, \*Sociocultural Patterns, \*Sociolinguistics, \*Yiddish

Identifiers—ASHKENAZIM

OVER THE ONE THOUSAND YEARS OF ITS HISTORY, THE YIDDISH LANGUAGE HAS BEEN AN INTEGRAL PART OF THE HISTORY, CULTURE, AND SOCIAL LIFE OF ASHKENAZI JEWRY. DURING PERIODS OF ASCENDANCY IT WAS THE SPOKEN VERNACULAR, THE IDIOM OF ENTERTAINMENT LITERATURE, AND THE LANGUAGE OF POPULAR RELIGIOUS EDUCATION. THE PERIOD 1861-1914 SAW THE DEVELOPMENT IN EASTERN EUROPE OF A JEWISH "NATIONAL" SECULAR IDEOLOGIES CONCERNED WITH JEWISH SELF-DEFINITION THROUGH COMMON ETHNIC, LINGUISTIC, AND CULTURAL TRAITS RATHER THAN THROUGH TRADITIONAL RELIGIOUS BELIEFS AND PRACTICES. GENERALLY, IN THE UNITED STATES, GREATEST SUPPORT FOR THE USE OF YIDDISH IN EDUCATION, MASS MEDIA, CULTURAL ORGANIZATIONS, LITERATURE, AND THE THEATRE HAS COME FROM THESE SECULARISTS RATHER THAN FROM ULTRA-ORTHODOX OR ZIONIST GROUPS. TODAY, THE GREAT MAJORITY OF AMERICAN JEWS ARE NEITHER ORTHODOX NOR SECULARIST AND USE LITTLE, IF ANY, YIDDISH. ON AN INTELLECTUAL LEVEL, HOWEVER, YIDDISH WILL CONTINUE TO LIVE AS LONG AS SCHOLARS STUDY THE HISTORY AND CULTURAL HERITAGE OF THE JEWISH PEOPLE. THIS STUDY APPEARS IN PART II OF THE "INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS," VOL. 31, NO. 2, APRIL 1965, AND IS AVAILABLE FOR \$3.00 FROM THE DIRECTOR OF PUBLICATIONS, RESEARCH CENTER IN ANTHROPOLOGY, PATTON HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47405. (JD)

ED 023 108

CG 002 757

Lipset, Seymour Martin

**Comparative Analysis of Student Activism. Final Report.**

Harvard Univ., Cambridge, Mass. Center for International Affairs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—20 May 68

Contract—OEG-I-7-078298-3144

Note—70p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Conference Reports, Political Attitudes, Political Influences, Social Factors, \*Student Activism, \*Student College Relationship, \*Student Participation, Student Role

This is a report on a conference on "Students and Politics" held at the University of Puerto Rico in San Juan from March 27-31, 1967. The purpose of the conference was to bring together scholars from various countries who have been doing research on the nature and causal background of university student participation in politics. Some 36 papers were presented at the conference. A list of participants and the papers presented is attached as an appendix. The various sessions of the conference were set up to discuss different regions. The following represents an effort to integrate the conclusions drawn from the papers and the discussion. (Author)

ED 026 303

SP 002 152

Shaver, James P. Richards, Hyrum E.

**Open-Closed Mindedness of College Students in Teacher Education. Final Report.**

Utah State Univ., Logan. Bureau of Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Oct 68

Contract—OEC-I-7-078056-3852

Note—173p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—"Attitude Tests," \*College Students, Democratic Values, \*Dogmatism, \*Educational Research, Mental Rigidity, Methods Courses, National Surveys, Political Attitudes, Religious Factors, Research Methodology, Sampling, Social Studies, Subculture, \*Teacher Education, Test Validity

Identifiers—Dogmatism Scale, \*F-Scale, Gough-Sanford Rigidity Scale

Research was conducted regarding the lack of information about (1) the relations of open-closed mindedness (dogmatism, authoritarianism, and rigidity) to reactions to a social studies methods course; (2) the possible biasing effects of drawing samples of teacher education students from different groups, subcultural and educational; and (3) the comparative central tendencies on measures of open-closed mindedness of teacher education students in the U.S. and in Germany. A correlational study was made of F-Scale, Dogmatism Scale, and Gough-Sanford Rigidity Scale scores of three social studies methods classes at one university, of a national sample of teacher education students on nine campuses, and of German students in three institutions. Differences between the scale means of American and German samples were significant. Comparisons of teacher education students from different universities confirmed the importance of religion as a sampling variable, but data provided little evidence that age, college class, sex or commitment to elementary or secondary education are potent variables for anticipating variability in open-closed mindedness. Teaching major appeared to be related to the scores, and thus a matter of consideration in drawing teacher education samples. There was no evidence that students in teacher education are more authoritarian or dogmatic than university students in general. (Included are a 345-item bibliography and discussion of the validity of

the F- and D-Scales.) (JS)

**ED 074 992** HE 004 019

*Cataura, Osvaldo Terrasa, Juan A.*

**The Social-Action Role of the University: San Juan, Puerto Rico. A Study of the Torrecilla Baja (Pinones) Community. Final Report.**

Puerto Rico Univ., Rio Piedras. School of Architecture.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Pub Date—Dec 72

Contract—OEG-2-71-0085

Note—119p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Community Service Programs,

\*Field Experience Programs, \*Higher Education,

\*International Education, \*Social Responsibility

This document presents a report of an experimental community service program that took place in Torrecilla Baja (Pinones), a suburban sector of San Juan, Puerto Rico, from June 30, 1971 through May 30, 1972. Students and faculty alike participated in the program, trying to develop recreational and other programs for the 1,300 underprivileged persons living in the area. The project, although not as successful as was originally hoped due to constraints of time and inadequate personnel, is deemed to have been worthwhile in the development of the students. It is felt that the students involved were able to develop a social consciousness not previously evident. In addition, a strong student-faculty relationship was formed that was beneficial to both. (HS)



ABRAMS, IRWIN ARNOLD, DAVID B.  
**THE AMERICAN COLLEGE AND INTERNATIONAL EDUCATION. NEW DIMENSIONS IN HIGHER EDUCATION, NUMBER 27.**

Duke Univ., Durham, N.C.

Reprint No.—BR-6-1722-27

Pub Date—APR 67

Contract—OEC-2-6-061722-1742

Note—90P.

**EDRS Price MF-S0.83 HC-\$4.67 Plus Postage.**

Descriptors—Area Studies, College Curriculum, College Faculty, College Language Programs, Colleges, Educational Finance, Educational Legislation, Exchange Programs, Federal Programs, Foundation Programs, International Education, Language and Area Centers, Liberal Arts, Private Financial Support, Social Studies, Student Characteristics, Student Exchange Programs, World Affairs

THIS REVIEW OF LITERATURE DESCRIBES AND ANALYZES THE NATURE OF INTERNATIONAL EDUCATION, (2) THE COURSE OF DEVELOPMENT THAT BROUGHT CURRICULUM OFFERINGS TO THEIR CURRENT LEVEL, AND (3) THE PARTICIPANTS IN INTERNATIONAL EDUCATION—THE FACULTY MEMBERS, THE STUDENTS, THE GOVERNMENT, AND THE PRIVATE AGENCIES INTERESTED IN STIMULATING INTERNATIONAL EDUCATION. THE AUTHOR DEFINES THE AREA OF INTERNATIONAL EDUCATION AS "THAT WHICH IS TAUGHT, STUDIED, AND LEARNED IN SUBJECT MATTER THAT REACHES BEYOND THE NATIONAL CULTURE OR IN A LEARNING SITUATION OUTSIDE IT." HE ALSO VOICES DISSATISFACTION WITH THE TERM OF "NON-WESTERN STUDIES," REGARDING IT AS UNSATISFACTORY BECAUSE IT COULD BE VIEWED AS REPRESENTING ONLY A DIVISION BETWEEN "EAST" AND "WEST" RATHER THAN SUGGESTING A WORLD VIEW. THE TWO LEVELS OF COURSES OFFERED IN AMERICAN LIBERAL ARTS COLLEGES ARE ANALYZED. THESE ARE DISCUSSED IN THE FOLLOWING CATEGORIES: (1) UPPER DIVISION SPECIALIZED COURSES IN INTERNATIONAL RELATIONS, LANGUAGE AND AREA STUDIES, COMPARATIVE STUDIES, TOPICAL STUDIES, AND INTERNATIONAL STUDIES, AND (2) LOWER-DIVISION GENERAL EDUCATION COURSES IN WORLD CIVILIZATION, INTEGRATED AREA STUDIES, AND CONTEMPORARY WORLD ISSUES. DISCUSSIONS ARE GIVEN OF (1) THE SPECIALIZED KIND OF FACULTY NEEDED, (2) FOREIGN STUDENTS ON AMERICAN CAMPUSES, (3) AMERICAN UNDERGRADUATES ABROAD, (4) PRIVATE ORGANIZATIONS INTERESTED IN ENCOURAGING INTERNATIONAL STUDY PROGRAMS IN AMERICAN UNDERGRADUATE EDUCATION, (5) THE INTERNATIONAL EDUCATION ACT OF 1966 AND OTHER LEGISLATION TO PROVIDE FUNDS, AND (6) THE ROLE OF GOVERNMENT AGENCIES THAT DISTRIBUTE FUNDS. IN ADDITION THE AUTHOR DISCUSSES NEEDED RESEARCH ON THE CURRICULUM, THE FACULTY, AND THE STUDENTS. (AL)

ED 017 064 EA 001 136

GOUGH, HARRISON G. MCCORMACK.

WILLIAM A.

**AN EXPLORATORY EVALUATION OF EDUCATION ABROAD.**

California Univ., Berkeley.

Report No.—BR-5-8331; CRP-S-440

Pub Date—67

Note—105P.

**EDRS Price MF-S0.83 HC-\$6.01 Plus Postage.**

Descriptors—Academic Achievement, Annotated Bibliographies, Bibliographies, College Programs, College Students, Foreign Culture, Interviews, Performance Tests, Personality Tests, Predictive Ability (Testing), Predictive Validity, Program Evaluation, Psychological Tests, Self Evaluation, Statistical Analysis, Student Evaluation, Study Abroad

Identifiers—BERKELEY

TO CLARIFY ISSUES INVOLVED IN THE RAPID AND CONTINUING EXPANSION OF OVERSEAS STUDY PROGRAMS FOR AMERICAN COLLEGE STUDENTS, A STATISTICAL ANALYSIS WAS MADE OF DATA OBTAINED FROM A BATTERY OF TESTS AND INTERVIEWS WITH 85 JUNIORS ACCEPTED FOR STUDY ABROAD IN THE SPRING OF 1965. FINDINGS WERE COMPARED WITH SIMILAR DATA FOR NON-APPLICANTS AND REJECTED APPLICANTS. TEST CATEGORIES INCLUDED INTELLECTUAL AND COGNITIVE FUNCTIONING, PERSONALITY TRAITS AND DISPOSITIONS, POLITICAL AND SOCIAL ATTITUDES, AND CREATIVITY AND AESTHETIC PREFERENCES. ITEMS MOST STRONGLY DIFFERENTIATED IN FAVOR OF THE STUDENT WHO WENT ABROAD INCLUDED: (1) STRONG SENSE OF PURPOSE IN LIFE, (2) COMPLEX AND DEEPLY RESPONSIVE INDIVIDUAL, (3) DEDICATION TO HUMANITARIAN AND EGALITARIAN IDEALS, AND (4) SELF-RELIANCE. THREE CRITERIA OF OVERSEAS PERFORMANCE WERE SIGNIFICANTLY INTERCORRELATED AND MAY BE VIEWED AS DIFFERENT FACETS OF AN OVERALL ASSESSMENT OF PERFORMANCE: (1) PEER NOMINATIONS OF OUTSTANDING PERFORMANCE, (2) RATINGS OF STUDENT PERFORMANCE BY OVERSEAS CENTER DIRECTORS, AND (3) ACADEMIC ATTAINMENT. A FOURTH CRITERION, STUDENT'S PERSONAL EVALUATION OF HIS YEAR ABROAD, PROVED INDEPENDENT AND REQUIRES FURTHER STUDY. CORRELATION PATTERNS WERE DETERMINED FOR THE PREDICTIVE VALIDITY OF VARIOUS SELECTION TECHNIQUES AND PROCEDURES EMPLOYED IN THE APPRAISAL OF OVERSEAS STUDY APPLICANTS. (JK)

ED 023 337

FL 001 088

GORDEN, RAYMOND L.

**Contrastive Analysis of Cultural Differences which Inhibit Communication between Americans and Colombians.**

Antioch Coll., Yellow Springs, Ohio.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No.—ANT-7-0267

Pub Date—Jun 68

Contract—OEG-1-7-070267-3973

Note—35p.

**EDRS Price MF-S0.83 HC-\$2.06 Plus Postage.**

Descriptors—College Language Programs, Communication (Thought Transfer), Cross Cultural Training, Cultural Context, Culture Conflict, Federal Programs, Foreign Culture, Instructional Materials, International Education, International Relations, Language Research, Latin American Culture, Spanish, Study Abroad, Tables (Data)

Identifiers—Colombia, Peace Corps

This study, based on interviews with North American students and Peace Corps trainees in Bogota, and their host families, professors, and other Colombians in contact with the students, attempts to define the non-linguistic barriers to cross-

cultural communication between North Americans and Colombians. The purpose of the study is to gather data for instructional materials which could help North Americans close the cultural gap in their dealings with Latin Americans. Results of the study are presented in two parts: (1) a description of the type and amount of data collected and (2) a description of the instructional materials completed thus far. Appendices include a list of units of instruction which could be developed from the data and the tables of contents for the two units already completed. Finished units are "Initial Immersion in a Foreign Culture," available as FL 001 090 and "Spanish Personal Names," FL 001 089. (DS)

ED 023 338

FL 001 089

GORDEN, RAYMOND L.

**Spanish Personal Names as Barriers to Communication between Latin Americans and North Americans.**

Antioch Coll., Yellow Springs, Ohio.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEC-1-7-070267-3973

Note—154p.

**EDRS Price MF-S0.83 HC-\$8.69 Plus Postage.**

Descriptors—College Language Programs, Cross Cultural Training, Cultural Context, Culture Conflict, Foreign Culture, Instructional Materials, International Education, Language Instruction, Language Research, Latin American Culture, Spanish, Study Abroad, Tables (Data)

The materials presented here describe the Latin American naming system, explain how it differs from the North American system, and indicate how contrasting features of the two systems can be a barrier to communication between the two peoples. Major concepts considered are (1) the American full name versus the "nombre completo," (2) the "nombre completo" in the kinship system, and (3) the alphabetization of Spanish personal names. Extensive appendices (comprising about two thirds of the document) cover (1) the origin, English equivalents, and meanings of the most popular names in Latin America, (2) the most frequently used masculine and feminine names, (3) the most popular surnames in major Latin American cities, (4) a methodological note, and (5) a self test on Spanish personal names. This volume comprises Unit 2 of the instructional materials derived from the study, "Contrastive Analysis of Cultural Differences Which Inhibit Communications between Americans and Colombians," available as FL 001 088. For a companion document, see FL 001 090. (DS)

ED 023 339

FL 001 090

GORDEN, RAYMOND L.

**Initial Immersion in the Foreign Culture.**

Antioch Coll., Yellow Springs, Ohio.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEC-1-7-070267-3973

Note—76p.

**EDRS Price MF-S0.83 HC-\$4.67 Plus Postage.**

Descriptors—College Language Programs, Communication (Thought Transfer), Cross Cultural Training, Cultural Differences, Cultural Environment, Culture Conflict, Foreign Culture, Idioms, Instructional Materials, International Education, Latin American Culture, Sociolinguistics, Spanish, Study Abroad

Identifiers—Colombia

This is the first unit in a series of instructional materials arising from an exploratory study of cultural barriers to communication between North Americans and Colombians. A syllogistic model, in which our unspoken and unconscious assumptions comprise the major premise, is used to explain the

difficulties of intercultural communication. These silent assumptions are revealed and explained through the material presented, which consists of (1) a physical description of Bogota, highlighting the foreigner's first impressions, (2) the experiences and impressions of one composite North American student upon arrival in the city, and (3) a case study of a cross-cultural misunderstanding involving the Colombian family unit. An appendix lists idioms peculiar to Colombian Spanish. For companion documents, see the original exploratory study, FL 001 088 and Unit 2 of the instructional materials, FL 001 089. (DS)

ED 024 693 TE 001 061

Bogard, Travis, Ed.

**International Conference on Theatre Education and Development: A Report on the Conference Sponsored by AETA (State Department, Washington, D.C., June 14-18, 1967).**

Spons Agency—American Educational Theatre Association, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research. Pub Date—Aug 68  
Contract—OEG-1-7-070783-1713  
Note—128p.

Available from—AETA Executive Office, John F. Kennedy Center for the Performing Arts, 726 Jackson Place, N.W., Washington, D.C. (HC-\$2.00).

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Acoustical Environment, \*Acting, Audiences, Auditoriums, Creative Dramatics, Drama, Dramatic Play, \*Dramatics, Education, Facilities, Fine Arts, Playwriting, \*Production Techniques, Speech, \*Speech Education, \*Theater Arts, Theaters

The conference reported here was attended by educators and theater professionals from 24 countries, grouped into five discussion sections. Summaries of the proceedings of the discussion groups, each followed by postscripts by individual participants who wished to amplify portions of the summary, are presented. The discussion groups and the editors of their discussions are: "Training Theatre Personnel," Ralph Allen; "Theatre and Its Developing Audience," Francis Hodge; "Developing and Improving Artistic Leadership," Brooks McNamara; "Theatre in the Education Process," O. G. Brockert; and "Improving Design for the Technical Function: Scenography, Structure and Function," Richard Schechner. A final section, "Soliloquies and Passages-at-Arms," contains selected transcriptions from audio tapes of portions of the conference. (JS)

ED 040 119 SO 000 107

Gorden, Raymond L.

**Conflicting Assumptions as Barriers to Inter-American Communication. Final Report.**

Antioch Coll., Yellow Springs, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research; Office of Education (DHEW), Washington, D.C. Inst. of International Studies.

Pub Date—Apr 70

Contract—OEG-1-7-070267-3973

Note—117p.

**EDRS Price MF-S0.83 HC-S6.01 Plus Postage.**

**Descriptors**—\*Communication (Thought Transfer), \*Cross Cultural Training, Cultural Context, Cultural Differences, \*Cultural Interrelationships, \*Interaction Process Analysis, International Relations, \*Latin American Culture, Material Development, Nonverbal Communication, Observation, Research Methodology, Sociocultural Patterns  
**Identifiers**—\*Cross Cultural Communication Packet

The general purpose of this project was to produce

some reliable and valid knowledge of how differences in the non-linguistic aspects of North American and Latin American socio-cultural patterns (concepts, values, beliefs, norms, expectations, and ethnocentrism) act as barriers to cross-cultural communication. The end product was to be instructional materials which would contribute to understanding the general nature and socio-cultural contexts of communication, and, to provide concrete practical knowledge of roles played in various situational settings in Latin America. The field methods included the use of direct participant-observation, depth interviews and questionnaires. The subjects were 160 Colombians who interacted in varying degrees with 140 North American undergraduate students and Peace Corps Trainees. A "syllogistic model of meaning" was devised to treat all the concerns of linguistics, semantics, kinesics, proxemics, and paralinguistics. Socio-economic subcultures were not considered. To dramatize and disseminate the subject data of 5 reports summarized here, a prototype of the Cross-Cultural Communication Packet (CCCP) for training Americans was developed: Cross-Cultural Encounter in a Latin American Bank (SO 000 108). Other related documents are: ED 023 337, ED 023 338, and ED 023 339. (SBE)

ED 040 120 SO 000 108

Gorden, Raymond L.

**Cross-Cultural Encounter In A Latin American Bank.**

Antioch Coll., Yellow Springs, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research; Office of Education (DHEW), Washington, D.C. Inst. of International Studies.

Pub Date—Apr 70

Contract—OEG-1-7-070267-3973

Note—52p.

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**

**Descriptors**—Audiovisual Products, \*Communication (Thought Transfer), \*Cross Cultural Training, Cultural Context, Cultural Differences, \*Cultural Interrelationships, Discussion (Instructional Technique), Inductive Methods, \*Instructional Materials, Interaction Process Analysis, International Relations, \*Latin American Culture, Nonverbal Communication, Self Evaluation, Social Studies Units, Sociocultural Patterns  
**Identifiers**—CCCP, \*Cross-Cultural Communication Packet

This unit is one of a series of cross-cultural mini-dramas, and is offered as the prototype audio-visual unit of the Cross-Cultural Communication Packet (CCCP). The objective is to provide insight into the process of cross-cultural communication, and to develop observation skills, or to sensitize the student to concepts which will help him to recognize the symptoms of miscommunication (ethnocentrism, culture shock, empathy, dissonant cultural premises). Specific experiences in a concrete situation are linked to these basic abstract concepts by the mini-drama. It has North American characters with whom the listener can identify. This presentation and group discussion are a part of a process of self-confirmation. Next, a tape-recorded slide-lecture concentrates on explaining the events and logically connecting them with a theoretical model of socio-cultural patterns and interaction processes, both verbal and non-verbal. Here, the arts of asking questions and listening objectively are considered vital. A text is included that can be used as either a pre-test or post-test to evaluate instructional effectiveness. The source of these materials is the subject data gathered in the original research project, which is reviewed in SO 000 107, ED 023 337, ED 023 338, ED 023 339. (SBE)

ED 046 714

SE 010 205

Vessela, I. R.

**The Further Training of Mathematics Teachers at Secondary Level, Report of a Meeting of International Experts (Hamburg, West Germany, October 21-26, 1968).**

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date—Oct 68

Note—85p.

Available from—UNIPUB, Inc., P.O. Box 433, New York, N.Y. 10016 (\$3.50)

**Document Not Available from EDRS.**

**Descriptors**—\*Conference Reports, Instruction, International Education, \*International Organizations, \*Mathematics Education, Mathematics Teachers, Secondary School Mathematics, \*Teacher Education  
**Identifiers**—UNESCO

The findings of a group of 30 experts from 16 countries on the further training of secondary mathematics teachers are presented in this book. Topics included are aims of further training, difficulties in the planning for further training, the mathematics content needed in training programs, plans for the organization of training programs, areas of fundamental research, and international cooperation in teacher training. Part 2 presents the present status of teacher training in the countries represented, the salaries of teachers in these countries, and a bibliography of resource material available in each country. (CT)

ED 051 683

FL 002 249

Bigelow, Donald N., Legters, Lyman H.

**NDEA Language and Area Centers: A Report on the First Five Years.**

Office of Education (DHEW), Washington, D.C.

Report No.—OE-Bull-56016-1964-41

Pub Date—64

Note—138p.

**EDRS Price MF-S0.83 HC-\$7.35 Plus Postage.**

**Descriptors**—Area Studies, Colleges, Cross Cultural Studies, \*Federal Aid, Federal Government, Federal Programs, Field Studies, Financial Support, Government Role, Graduate Study, \*Higher Education, \*Language and Area Centers, \*Language Instruction, Non Western Civilization, \*Second Language Learning, Uncommonly Taught Languages, Universities  
**Identifiers**—\*National Defense Education Act

This report documents a broad category of information concerning the first five years of the National Defense Education Act of 1958. Included in the report are the following chapters: (1) concept and practice in non-western area studies, (2) the language and area centers program, (3) impact of the centers program, (4) outlook for the program, and (5) a selected bibliography. Extensive information on government policy, uncommonly-taught language programs, the Chicago Seminar of the Committee on Summer Programs, enrollment data, and government funding is provided in the appendices. (RL)

ED 052 147

SP 005 006

Perloff, Evelyn, and Others

**Project Impact: A Pilot Study Evaluating the NDEA Summer Institute Program. Final Report.**

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Oct 70

Contract—OEC-2-6-001005-1005

Note—91p.

**EDRS Price MF-S0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Educational Change, \*Inservice Teacher Education, \*Summer Institutes, \*Teacher Education, \*Teacher Educators

Identifiers—NDEA Summer Institute Program

Three separate projects were involved in this evaluation project. Project 1 involved teacher-participants, teaching staffs, and institute directors and asked their opinions about general institute performance and particular subject matter coverage. Project 2 focused on the teacher-participants only, investigating the effects of institute attendance on 1) their learning of subject matter content, 2) their attitudes toward students, and 3) their consideration of teaching strategies. Project 3 concentrated on the host colleges and universities, specifically seeking to explore some of the reactions and experiences affecting key educators. A sample of 94 institutes was involved, consisting of 30 in history, 13 in political science, 24 in educational media, and 27 in education of the disadvantaged. The total sample of teachers exceeded 3,000. The general consensus of comments by directors, staff members, and participants was favorable, many stating that the Institutes had effected some changes in their consideration and education of teachers although it was not possible to show statistically significant pre- and post-institute differences with regard to improved subject matter achievements. (MBM)

ED 055 529 FL 002 686

**Vacation Study Abroad: Vacation Courses and Scholarships. Cours de vacances à l'étranger: Cours et bourses de vacances. Cursos de vacaciones en el extranjero: Cursos y becas de vacaciones.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—R-19

Pub Date—70

Note—39p

Available from—Unipub, Inc., P.O. Box 433, New York, N.Y. 10016 (\$1.50)

**Document Not Available from EDRS.**

Descriptors—Colleges, Cultural Education, Foreign Countries, \*International Education, International Organizations, International Programs, Language Instruction, \*Reference Materials, Scholarships, \*Study Abroad, Study Centers, Study Facilities, Summer Institutes, \*Summer Programs, Summer Schools, Tourism, Travel, \*Universities

This booklet provides information on short courses, seminars, summer schools, scholarships, and travel grants available each year to students, teachers, and other young people and adults planning to study or train abroad during vacations. Study programs for periods longer than three months and short-term activities unlikely to be repeated regularly in the future have not been included. Summer sessions forming part of normal university curricula, as well as courses open only to members of the sponsoring organizations, are usually omitted. The material contained in this booklet is provided by 500 organizations in 54 countries. Information relating to national opportunities is given under the countries in which the national sponsoring organizations are located. For each of the organization and institutes listed, the name and address are followed by a brief description in English, Spanish, or French of the vacation courses and scholarships offered. A trilingual index is provided. (Author/RL)

ED 055 530 FL 002 687

**Study Abroad: International Scholarships and Courses. Etudes à l'étranger: Bourses et Cours internationaux. Estudios en el extranjero: Becas y cursos internacionales. 1970-71, 1971-72.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—R-18

Pub Date—69

Note—660p.

Available from—Unipub, Inc., P.O. Box 433, New York, N.Y. 10016 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Colleges, Cultural Education, Foreign Countries, \*International Education, International Organizations, International Programs, Language Instruction, \*Reference Materials, \*Scholarships, \*Study Abroad, Study Centers, Study Facilities, Tourism, Travel, \*Universities

This book provides information on courses, scholarships, and fellowships available to students planning to study abroad primarily during the normal academic year. This volume, the 18th edition of "Study Abroad," provides information for the academic years 1969-70, 1970-71, and 1971-72. It includes the period of the International Education Year and has been enlarged and modified accordingly. This text gives details of international courses that are available to students whether or not financial assistance is provided. The section on scholarships and international courses is arranged according to country and participating institution. A section on the organizations of the United Nations is included. Names and addresses of the institutions are accompanied by program descriptions and information concerning financial costs and scholarships when available. A statistical analysis of students abroad in 1966-67 is included. Information is presented in either English, French, or Spanish. (RL)

ED 056 668 HE 002 668

**Feasibility of an International University.**

United Nations, New York, N.Y. Dept. of Economic and Social Affairs.

Pub Date—25 Jun 70

Note—95p.

EDRS Price MF-S0.83 HC-S4.67 Plus Postage.

Descriptors—\*Cross Cultural Training, \*Higher Education, \*International Education, International Programs, \*International Relations

In the context of the long-standing and developing demand for an international university, the Secretary-General brought the feasibility of an international university to the attention of the United Nations. The General Assembly unanimously adopted a resolution inviting the Secretary-General to prepare a study. The resulting study includes: (1) the issues; (2) the rationale for an international university and its distinctive educational tasks; (3) illustrative suggestions for curricula reflecting the indicated distinctive roles of an international university; (4) the United Nations international university system and relationships with national universities and other bodies of higher learning; (5) the designation of the university; (6) the student body and the question of career opportunities; (7) the faculty or academic staff; (8) the problem of languages; (9) the selection of the sites for the location of the university and the question of the number of campuses; (10) assumptions as to the size of the student body, the faculty and the administration for a campus of the university; (11) establishment of library, computer, laboratory, and other ancillary facilities as necessary, and utilization of modern educational techniques at the university; (12) the nature of the university state and the administration; (13) estimated capital and recurring costs; (14) meeting the costs of the university; (15) additional observations relevant to the question of feasibility; and (16) procedures. (HS)

ED 058 797 FL 002 878

**Moser, Charles A.**

**Conference on Twentieth Century Bulgarian Literature. Final Report.**

George Washington Univ., Washington, D.C.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—14 Jan 72

Contract—OEC-0-71-2728(823)

Note—118p; Conference held October 28-30, 1971

EDRS Price MF-S0.83 HC-S6.01 Plus Postage.

Descriptors—Area Studies, \*Bulgarian, \*Conference Reports, Literary History, Literature, \*Resource Materials, \*Slavic Languages, Speeches, \*Twentieth Century Literature

This volume contains the materials of the Conference on Twentieth Century Bulgarian Literature including the texts of five papers prepared for the conference as well as a summary of the discussion which followed delivery of the papers. The works presented in this volume are: (1) Vivian Pinto's, "The History of Bulgarian Literature from 1900 to 1917"; (2) Edward Mozejko's, "The History of Bulgarian Literature from 1917 to 1944"; (3) Charles Moser's, "The History of Bulgarian Literature from 1944 to 1970"; (4) Howard Aronson's, "The Study of Bulgarian Language and Literature in the Context of Slavic and Balkan Area Studies"; and (5) Marin Pundeff's, "Scholarly and Library Resources for the Study of Twentieth Century Bulgarian Literature." (RL)

ED 062 838 FL 003 097

**Study Abroad, Etude à l'étranger, Estudios en el extranjero: 1972-1973, 1973-1974.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—72

Note—644p.

Available from—Unipub, Inc., P.O. Box 433, New York, N.Y. 10016 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Colleges, Cultural Education, Foreign Countries, \*International Education, International Organizations, International Programs, Language Instruction, \*Reference Materials, \*Scholarships, \*Study Abroad, Study Centers, Study Facilities, Tourism, Travel, \*Universities

This book provides information on scholarships, travel, grants, assistance with fees, internships, international courses, and special courses for foreign students. The programs described are for students of all ages from undergraduate level upwards, for their tutors, advisors, parents, libraries, and reference services. More than 250,000 opportunities for study in more than 100 countries are listed for 1972-73 and 1973-74. The principal sections are: (1) "International Scholarships and Courses Offered by International Organizations" and (2) "International Scholarships and Courses Offered by National Institutions." Names and addresses of the institutions are accompanied by program descriptions and information, when available, concerning financial costs and scholarships. A statistical analysis of students abroad during 1968-69 is included. The guide concludes with an index of international organizations and national institutions. (RL)

ED 067 057 HE 003 374

**Brumberg, Stephen F.**

**ICED Data Bank on International Programs of Higher Educational Institutions.**

International Council for Educational Development, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—May 72

Contract—OEC-0-70-4548(823)

Note—62p.

EDRS Price MF-S0.83 HC-S3.50 Plus Postage.

Descriptors—Computer Oriented Programs, \*Computer Storage Devices, \*Higher Education, \*Information Systems, \*International Education, Student Exchange Programs, \*Study Abroad

The Data Bank is an on-going information system that collects and stores data on international programs conducted by U.S. accredited 4-year colleges and universities. Information collected is coded and stored on punch cards and processed by computer. Each program is coded in 2 ways. Data cards are prepared that contain quantitative information concerning each program (type of program, source of

funding, foreign area of focus, number of people involved yearly, etc.), as well as several characteristics of the U.S. university administering the program. The second coding method consists of condensing information about each international program into a verbal description that is punched on cards. Such paragraph descriptions, when stored on punch cards, enable the Data Bank to produce selected program inventories in terms of variables such as program type, subject matter, foreign area focus, U.S. sponsoring institution, funding source, and so forth. (Author/HS)

**ED 106 517** CE 003 685

*Levine, Herbert A.*  
**Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene.**

National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date—[75]

Contract—NIE-C-74-0107

Note—131p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

**Descriptors**—\*Adult Education, Adult Education Programs, Adult Vocational Education, Cooperative Planning, Educational Legislation, \*Educational Needs, \*Educational Opportunities, Federal Legislation, Financial Support, Foreign Countries, Industrial Training, International Organizations, Labor Education, \*Leave of Absence, \*Legislation, School Industry Relationship, State Legislation, Supplementary Education  
**Identifiers**—\*Educational Leave

The paper discusses both European and American approaches to providing and funding recurrent educational opportunities for workers and their families. A section covers actions and studies of international organizations regarding paid educational leave and European attempts to increase educational opportunities through national and State legislation, private practice, and collective bargaining. A major portion outlines in detail educational plans of American companies and international unions; other sections discuss policy recommendations and strategies for implementation in the United States. Three basic recommendations are made: for a coalition among the educational world and the worlds of industry and labor (requiring a vehicle for communication among labor, management, government, and education); for agreement between labor and management prior to adoption of national or regional legislation; and for effective representation of the formal education system in such a coalition. Conclusions point out the paradoxical need for more expenditure on recurrent education in a time of economic crisis, and call for National Institute of Education aid in coordination, planning, and research in the United States. (MDW)

**ED 109 912** FL 006 999

*Jaffe, Adrian*  
**Values and Desiderata of the Cultural Exchange Program with Romania.**

Washington Univ., Seattle.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—[13 May 72]

Contract—OEC-072-0918

Note—7p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—College Programs, Cultural Awareness, \*Cultural Exchange, Culture Contact, Curriculum Planning, Educational Programs, \*Intercultural Programs, International Programs, \*Program Administration, \*Program Planning, \*Romanian, Teacher Education, Teacher Placement, Teacher Selection

**Identifiers**—NDEA Title VI, \*Romania

Cultural exchange programs are beneficial to the participating students, professors, and countries, provided that the programs are administered in a way designed to achieve the objectives most usefully. In Romania, the question must be discussed of the role, for example, of American literature in the curricula of the universities, types of materials and courses, and the types of necessary support from the Romanian educational authorities and the American Embassy. In America the question of placement of Romanian scholars and methods of selection must be a matter of serious and continuing concern. In the past, while the programs have been valuable, much of the planning has been ad hoc. This paper tries to suggest specific areas where concerted effort, serious rethought, and long-range planning can add to the value of the programs. Among other suggestions are a Xerox center for materials for Eastern Europe, increased book allowances, trained State Dept. personnel in charge, and ways of avoiding problems which have arisen in the past. (Author/AM)

**ED 113 263** SO 008 665

**Education for Global Interdependence. A Report with Recommendations to the Government/Academic Interface Committee.**

American Council on Education, Washington, D.C. International Education Project.

Pub Date—[75]

Note—122p.

Available from—International Education Project, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (free)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Educational Assessment, \*Educational Needs, Educational Objectives, Educational Planning, Educational Strategies, Futures (of Society), \*Global Approach, Group Unity, \*Higher Education, Interagency Coordination, International Education, International Relations, \*Public Affairs Education, World Affairs, World Problems  
**Identifiers**—\*International Cooperation

With upcoming global realities of interdependence in mind, this report attempts to usefully inform citizens, educators, and policy makers about worldwide educational issues. The result of a colloquy among representatives of a wide variety of educational interests and federal agency interests, the report provides recommendations for ways that colleges and universities might become more useful catalysts and partners. Recommendations include suggested actions by the federal government, state governments, educational institutions, and private foundations. Chapter one discusses the global setting, chapter two points to the national (U.S.) need for public understanding, and chapter three presents the national need for expert knowledge. Appendices relate specific occurrences and activities to the needs for understanding and knowledge. (Author/ND)

**ED 134 102** HE 008 581

*Burn, Barbara B.*

**Reflections on an International Seminar. Higher Education in a Changing World. Conference Report No. 3.**

International Council for Educational Development, New York, N.Y.

Pub Date—Mar 76

Note—56p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Administrative Personnel, \*College Role, Conferences, \*Cultural Context, Demography, \*Economic Climate, \*Educational Economics, Educational Planning, Equal Education, General Education, Government Role, \*Higher Education, Humanistic Education, \*International Educational Exchange, International Organizations, Liberal Arts, School Community Relations

ship, Student Characteristics, Vocational Education

**Identifiers**—\*Aspen Institute for Humanistic Studies

This commentary is based on an International Council for Educational Development (ICED) seminar held in conjunction with the Aspen Institute for Humanistic Studies at Aspen, Colorado, in July 1975. Some of the broader issues raised there are explored: economic dilemmas, interdependency of world economy, forces of continued higher education expansion and flexibility, demographic trends, pressures for equality, and other higher education problems. Other areas covered include the diversification of students and their needs, the professoriate, and administrators; changing aims and management regarding recurrent education, liberal education, career training, higher education planning, the power of administrators, bureaucratic impact, size of institutions, and erosion of "community." A consensus examined is that at least some universities should stand apart from society rather than being a part of it, in the sense of responding to regional, national or even international needs if they were determined from without. (LBH)

**ED 134 481** SO 009 550

*Keson, James*

**The International Baccalaureate: Its Development, Operation, and Future.**

Pub Date—Mar 76

Note—80p.; M.A. Thesis, Michigan State University; Parts of appendices may not reproduce clearly due to print quality of the original

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—Academic Standards, Achievement Tests, Admission Criteria, College Admission, Curriculum Design, Educational History, Humanistic Education, Individualized Programs, International Education, \*International Programs, \*Program Descriptions, \*Program Development, Secondary Education, \*Study Abroad  
**Identifiers**—\*International Baccalaureate

The purposes of this paper are to follow the development of the International Baccalaureate (IB), examine its aims and its methods for achieving those aims, and discuss the possible future paths which IB may take. International Baccalaureate is a secondary school which offers a curriculum and examination system that is relevant to the needs of an international student body and that is recognized by the university systems in the home countries of participating students. Plans for the IB were first drafted in 1964 at the International School of Geneva. Goals of IB were to (1) work within the framework of various international schools to produce agreement on an IB curriculum, (2) develop an efficient and reliable examination structure, and (3) achieve acceptance by a number of national universities to grant IB diploma holders the equivalent status of a student studying within the national educational system. Curriculum includes language; study of man (social studies); experimental sciences; mathematics; specialized electives; theory of knowledge; and cultural, aesthetic, and social services activities. Development of IB was completed in 1975 and it is now operating in almost 80 schools around the world. Appendices include notes and syllabi for a history course and a course on film making at the Copenhagen International School. (ND)

**ED 136 733** HE 008 819

*Dube, W. F.*

**Characteristics of U.S. Citizens Seeking Transfer from Foreign to U.S. Medical Schools in 1975 via the Coordinated Transfer Application System (CONTRANS).**

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date—Feb 77

Contract—231-76-0011

Note—108p; Tables and appendices may be marginally legible due to small print of the original  
**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Academic Ability, Academic Achievement, \*Admission (School), Advanced Placement, Career Choice, Comparative Analysis, Demography, Higher Education, \*Medical Schools, \*Medical Students, National Competency Tests, Specialization, Standardized Tests, Statistical Studies, \*Student Application, \*Student Characteristics, \*Study Abroad, Tables (Data), Test Results

Identifiers—\*Coordinated Transfer Application System, National Board of Medical Examiners

The characteristics of selected U.S. citizens studying medicine abroad have been considered in this study from the perspective of their academic levels and their demographic origins. From these viewpoints, a definite profile emerges of the average student who was sponsored for Part 1 of the National Board of Medical Examiners (NBME) tests by the Coordinated Transfer Application System (COTRANS) during 1975. Emphasis in this study was placed on some specific objectives: (1) to review COTRANS sponsorships; (2) to analyze Part 1, NBME test results by overall score distribution, first-time and repeat status, sex, and country of location of the foreign medical school; (3) to describe the academic background of 1975 COTRANS participants in terms of MCAT scores and undergraduate grade point averages, as derived from previous applications to medical schools, and to compare the 1975 COTRANS group with the 1973-74 U.S. medical school applicant pool; (4) to describe the biographic and socioeconomic background of 1975 COTRANS participants (including their undergraduate college origins) and to compare these characteristics with those of the 1973-74 applicant pool; and (5) to identify career preferences with regard to general career activity, specialization plans, and expected character of medical practice of the 1975 COTRANS group with comparable career preferences of the 1973-74 group. (Author/MSE)

ED 137 151 SO 009 804

**Latin American Studies: New Roles, New Constraints. Issues in International Education, No. 7.**

Institute of International Education, New York, N.Y.

Pub Date—76

Note—17p.

Available from—Counseling and Correspondence Division, Institute of International Education, 809 United Nations Plaza, New York, New York 10017 (\$1.00 paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Area Studies, Comparative Analysis, Comparative Education, Developing Nations, Educational Assessment, Educational Development, Educational Improvement, \*Educational Trends, Higher Education, \*International Education, Latin American Culture, Needs Assessment, Program Evaluation, Reports, Resource Allocations, Social Sciences

Identifiers—\*Latin America

The report highlights issues discussed at a meeting of the International Councils on Higher Education held in Mexico in 1975. The purpose of the meeting was to promote exchange of ideas and experiences among higher education experts from Latin America and the United States. A major portion of the Mexico conference was devoted to an assessment of Latin American area studies programs from the perspective of educators from the United States and eight Latin American nations. Presented as an essay interpreting the principal issues in the position papers, the document discusses three major topics. The first section compares Latin American studies in American universities with similar courses in Latin American institutions. It concludes that recent improvement in centers in Latin America has decreased U.S. domination of the field and encouraged dialogue on common intellectual concerns. Section II focuses on dwindling financial support for U.S. Latin American studies centers which, when combined with relatively low-level funding of research and training in Latin American institutions, may sap the vitality of the professional field. In section III, the role challenge facing U.S. Latin American scholars is discussed and suggestions are made for re-evaluating objectives and establishing cooperative projects between U.S. scholars and their Latin American counterparts. A directory of conference participants and observers is included in the document. (Author/DB)



ED 022 713

SP 001 503

Taylor, Harold

**The World and the American Teacher: The Preparation of Teachers in the Field of World Affairs.**

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date—68

Note—319p

Available from—American Assn. of Colleges for Teacher Education, 1201 16th St., N.W., Washington, D.C. 20036 (\$6.50)

**EDRS Price MF\$1.00 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Agency Role, American Culture, College Role, Cross Cultural Training, \*Cultural Pluralism, \*Educational Improvement, Government Role, Intercultural Programs, International Education, International Organizations, \*International Programs, International Relations, Private Agencies, State Departments of Education, Teacher Certification, \*Teacher Education, Teacher Education Curriculum, Teacher Exchange Programs, \*World Affairs

**Identifiers**—Agency for International Development, AID, International Education Act of 1966, International Secretariat for Volunteer Service, ISVS, Peace Corps, United Nations, Volunteers to Africa

This book represents a 2-year study of the problems and possibilities for extending the education of teachers to include education in international and cultural pluralism. It presents evidence and conclusions drawn from visits to a 50-institution cross section of colleges and universities where teachers are prepared and from conferences with educators, government officials, students, United Nations personnel, and members of private organizations and public agencies. The "Introduction" reviews the methodology of the study and places it in the context of current activity in the field. Chapter 1 is a background analysis of the dimensions of the problem of educating teachers in the American system and its cultural and social setting. The role of "Colleges for Teachers" is discussed in Chapter 2, particularly with reference to programs of such groups as the Peace Corps. Chapter 3 reviews programs of "International Experience Abroad and at Home" which are possible through existing organizations and international connections. Chapter 4, "The Certification Question," deals with the role of federal, state, and local agencies along with educational associations and private organizations in teacher education. "The Cultural Element in Foreign Policy," examines the relationship between the education of American teachers and the conduct of foreign policy. A final chapter summarizes 72 recommendations for improving the quality of education in a world dimension. (JS)

tion of the varied but isolated programs designed to provide teachers with international understanding, an in-depth study will be made of international programs at all US colleges and universities that prepare teachers. As a first step, an information retrieval instrument was developed during the pilot study discussed in this report. The first section of the instrument provides the respondent with a brief rationale for the study, definitions of the language used, and instructions for completing the questionnaire in the second section. The 42 questions are designed to collect data on the rationale, resources, evaluation and objectives of teacher education programs in international education. The instrument, which was sent to 9 institutions selected according to size, type, control, and geographical location, proved to be sufficiently specific yet adaptable to the particular character of each institution. It will be used in the projected nationwide study to identify and assess current programs, to plan for continuing information retrieval and evaluation, and to provide teacher educators with current information and recommendations. The information retrieval instrument appears as an appendix of the report. (WM)

ED 032 276

SP 003 065

Berna, John Henry

**Institute for Secondary School Teachers To Seek Methods of Increasing Intercultural Understanding. Final Report.**

No Affiliation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 69

Contract—OEG-3-8-088049-0041-085

Note—26p.

**EDRS Price MF\$0.83 HC\$2.06 Plus Postage.**

**Descriptors**—\*Cross Cultural Studies, High School Curriculum, Inservice Teacher Education, \*International Education, Secondary School Teachers, \*Teacher Seminars

Twenty-four secondary teachers from six New England public schools and six private preparatory schools in the same towns participated in a 10-day seminar on Intercultural Understanding Through Education. The aim was to establish cooperative arrangement between public and private schools whereby programs in the improvement of intercultural understanding can be developed, programs which could serve as models for other schools. Discussion and postseminar questionnaires and letters produced these findings: that interest in intercultural problems is great, that such problems exist within as well as across national boundaries, and that U.S. black-white problems might be approached as intercultural problems, but that teachers lack adequate background, preservice training, financial means for study, materials, resources, and support of school administrators to teach effectively in this area. Rigid departmental structure and western ethnocentric bias are also inhibitive factors. Intercultural education might be improved by the establishment of (1) programs and a pilot information center to develop materials at the secondary school level; (2) summer institutes, conferences, and fellowships for inservice teachers; (3) pilot projects to set up a preservice program and a regional office to coordinate cooperative programs between public and private schools. Utilization of retired university professors as resource people is also suggested. (JS)

ED 032 330

TE 499 927

Moore, Jerry R.

**Experimental Statewide Seminars in Teaching About Democracy and Totalitarianism. Final Report.**

North Central Association of Coll. and Secondary Schools, Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Contract—OEG-5-10-251

Note—47p.

**EDRS Price MF\$0.83 HC\$2.06 Plus Postage.**

**Descriptors**—Civics, \*Communism, \*Democracy, Democratic Values, \*Inservice Teacher Education, Nationalism, Political Attitudes, Political Influences, Political Issues, Political Science, Secondary Education, \*Seminars, \*Social Studies, Social Studies Units

To improve social studies instruction and curriculum content in the United States, Northwestern University and the North Central Association for Relations Project conducted 14 experimental seminars (1964-69) in which 894 teachers and administrators from 25 states took part. To determine the effectiveness of the seminars, two surveys were taken, one after the fourth seminar and one after the last. In the first survey, 30 educators agreed that the seminars had been effective in producing curriculum revisions and that they had changed teacher attitudes. In the other, 96 participants representing all seminars indicated that they (1) responded favorably to the "status and involvement roles" afforded by the seminars, (2) took part, in their own schools, in the preparation of social studies curriculums and of units on democracy and totalitarianism, (3) brought fresh ideas into the curriculums from the seminar, (4) applied the informed opinions of university specialists and scholars to their educational situations, and (5) incorporated new materials and approaches directly into the social studies curriculum. (MP)

ED 033 920

SP 003 297

Eggersen, Claude A.

**An Evaluation of Study for the University of Michigan Teacher Candidates at the University of Sheffield, England.**

Michigan Univ., Ann Arbor, School of Education, Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Oct 69

Contract—OEG-3-7-068455-2999

Note—86p.

**EDRS Price MF\$0.83 HC\$4.67 Plus Postage.**

**Descriptors**—College Coursework, Educational Attitudes, Educational Experiments, \*Preservice Education, \*Program Evaluation, \*Student Exchange Programs, \*Student Teachers

This study was undertaken to assess the educational value of an exchange program which enables teacher candidates from the University of Michigan to participate in a one-semester program of study (involving both professional and supervised teaching courses) at the University of Sheffield in England. The comparative study was designed to test the hypothesis that participants in the exchange "tend to become more sensitive and informed about domestic and international problems and more professional in outlook and behavior than would be the case if they spent all their college days in American institutions." One hundred and twenty-seven exchange students were matched with 127 non-participating students for the period between 1961 and 1966. Three instruments (included in the appendix section of this report) were developed to measure and compare attitudes and teaching performance of the exchanges and members of the matched group. Given "the assumption that it is possible to rate the attitude responses in terms of the desirability of certain views in modern society and education," statistical analysis of differences between the two groups "show the exchange project to be superior to the available alternative way of educating teachers" and lead to the recommendation that this experimental approach to teacher education be continued and/or

ED 032 010

HE 001 082

Klassen, Frank H. Moore, Raymond S.

**Development of Instrument for Study of International Education in Teacher Education Programs of U.S. Colleges and Universities. Final Report.**

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Aug 68

Contract—OEG-0-8-070420-0192-010

Note—38p.

**EDRS Price MF\$0.83 HC\$2.06 Plus Postage.**

**Descriptors**—\*Educational Objectives, Higher Education, Information Retrieval, Information Services, Intercultural Programs, \*International Education, \*Program Evaluation, \*Questionnaires, \*Teacher Education

**Adventure on a Blue Marble: Approaches to Teaching Intercultural Understanding.**

Southern Association of Colleges and Schools, Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—89p.

Available from—Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., 5th Floor, Atlanta, Georgia 30308 (\$1.00; quantity discount)

**EDRS Price MF-0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Affective Objectives, Behavioral Objectives, Bibliographies, Cognitive Objectives, \*Concept Teaching, \*Cross Cultural Training, \*Cultural Awareness, Evaluation Methods, \*Inductive Methods, \*Inquiry Training, Instructional Design, Instructional Materials, Interdisciplinary Approach, International Education, Problem Solving, Student Evaluation, Unit Plan

Identifiers—Blooms Taxonomy of Educational Objectives

In this booklet, an attempt has been made to point out ways that a teacher may lead students to accept others for what they are and to value the rich and varied contributions of all cultures to the totality of human life. A complete program for intercultural education and understanding has not been given, but approaches are suggested for teacher use in developing programs and procedures that will suit the needs and abilities of the students. The areas of concern which have been covered are: 1) basic course objectives; 2) behavioral objectives according to Bloom's Taxonomy; 3) concept teaching using inductive and deductive methods; 4) instructional approaches— inquiry training, problem solving, attitude development, the unit approach, case study approach with role playing; 5) enrichment through interdisciplinary activities; and 6) evaluation techniques. A 16 page bibliography has included instructional materials, teacher background materials, guides to audio-visual materials, projects, information sources, newspapers and periodicals. (SBE)

Selye, H. Ned, Ed.

**Perspectives for Teachers of Latin American Culture.**

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date—70

Note—173p.

**EDRS Price MF-0.83 HC-\$6.69 Plus Postage.**

Descriptors—Biculturalism, Bilingualism, Bilingual Students, Community Attitudes, \*Cross Cultural Studies, Cultural Enrichment, Dialects, English (Second Language), Fles Programs, Instructional Materials, Instructional Program Divisions, Intercultural Programs, \*Language Instruction, \*Language Learning Levels, Language Tests, \*Latin American Culture, Modern Languages, Spanish Speaking, \*Teaching Methods

Articles treating various aspects of the teaching of Hispanic culture at the secondary and junior high school levels are intended to improve methodology and facilitate the development of teacher-made instructional materials. An overview of the field relating problems and procedures in several areas is developed. Selections cover: (1) bilinguality, concept formation, and language development; (2) foreign language for preschool children; (3) a cultural framework for teaching Spanish to children; (4) direct classroom teaching of cultural concepts; (5) teaching culture through comic strip; (6) use of the folk song; (7) Latin America studies programs for Spanish-speaking Americans; (8) Spanish dialectology; (9) a North American view of a congress on adult education held in Caracas, Venezuela; (10) the

"yanqui" image in Asturias' "banana trilogy"; (11) Argentina as a Latin enigma; (12) ways to develop more positive attitudes toward native speakers of Spanish; (13) psychological theory of language learning; (14) three "levels" of competence for Spanish classes; and (15) testing understanding of the foreign culture. (RL)

McKim, Lester. *And Others*

**The Supervisor's Role in Foreign-Language Teacher Training.**

American Council on the Teaching of Foreign Languages, New York, N.Y. Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date—[71]

Note—42p.; Workshops and Presentations of the ACTFL Pre-Conference Workshop, Los Angeles, California, November 23-25, 1970

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—Classical Languages, \*Conference Reports, \*Educational Accountability, Effective Teaching, Instructional Program Divisions, Language Instruction, Methods Courses, \*Modern Languages, Qualifications, \*State Foreign Language Supervisors, Supervisors, Supervisory Activities, \*Teacher Education, Teacher Educator Education, Teacher Evaluation, Teacher Improvement, \*Teacher Supervision

The core of this report is three papers which focus on the current status and function of the foreign language supervisor. Klaus Mueller's paper, "Responsibilities of the Foreign Language Teacher Trainer", advocates the design and development of achievement tests that would validate teacher competency. Jermaine Arendt's, "The Local Supervisor's Role in Foreign Language Teacher Education", reexamines the role of the supervisor, particularly in the light of government withdrawal of support from foreign language programs. Kenneth Lester's, "Responsibilities of the State Foreign Language Supervisor", proposes joint sovereignty for teacher education, shared by colleges, state departments of education, and public school systems. Final recommendations concerning this subject, prepared by discussion groups at the American Council on the Teaching of Foreign Languages (ACTFL) 1970, Los Angeles, preconference workshop, are included. (RL)

Mildenberger, Andrea S. *And Others*

**ERIC Documents on the Teaching of Foreign Languages: Lists Numbers 1-4.**

American Council on the Teaching of Foreign Languages, New York, N.Y. Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date—[71]

Note—68p.

Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$1.00)

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Bilingualism, \*Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Fles, \*Language Instruction, Language Laboratories, Microfiche, \*Modern Languages, Programmed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Testing, Uncommonly Taught Languages

This compilation of the first four such catalogs lists 1603 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from November 1966 through October 1969. Entries are organized alphabetically within each catalog, and 13-category (with subdivisions within each category) user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproductions, ERIC document numbers, and availability information. References are supplied for abstract sources of the documents listed. For subsequent lists see ED 044 990 and ED 047 592. (WB)

**Aliman, Howard B. Politzer, Robert L. Conference on Individualizing Foreign Language Instruction. Final Report.**

Stanford Univ., Calif. School of Education. Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Jul 71

Contract—OEC-0-71-2410(823)

Note—273p.

**EDRS Price MF-0.83 HC-\$14.05 Plus Postage.**

Descriptors—Administrator Attitudes, Classroom Techniques, \*Conference Reports, Cost Effectiveness, Curriculum Development, Educational Accountability, \*Educational Innovation, Educational Psychology, Fles, Group Instruction, \*Individualized Instruction, Instructional Program Divisions, \*Language Instruction, \*Modern Languages, Performance Contracts, Student Attitudes, Teacher Education, Teaching Methods

This conference proceedings contain addresses and comments of some 42 participants. Papers are grouped in three major sections: (1) the status of individualized foreign language instruction today, (2) small-group presentations, and (3) viewpoints on change. The papers cover a wide variety of topics including a review of the state-of-the-art, student attitudes, curricular planning, administrative perspectives, FLES, testing, accountability, psychological factors, group work, contracting, teacher training, programmed materials, developing proficiency in speaking, material adaptation, role of "hardware", grading and credit, and bilingual education. Concluding remarks focus on the implementation of change in the foreign language classroom and a student's reaction to the conference. A list of participants and a program schedule are included. (RL)

Hubert, Frank W. R. *And Others*

**The International Education Series: An Introduction to Selected Latin American Cultures.**

Bryan Independent School District, Tex. Texas A and M Univ., College Station.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Monogr-1

Pub Date—67

Note—174p.

**EDRS Price MF-0.83 HC-\$6.69 Plus Postage.**

Descriptors—American History, \*Area Studies, Comparative Education, \*Cross Cultural Studies, Cultural Awareness, Elementary Grades, \*Humanities, Intercultural Programs, International Education, \*Latin American Culture, Resource Materials, Secondary Grades, \*Social Studies

Identifiers—\*Latin America, Programa de Educacion Interamericana, Texas

This is the first publication in a series developed by the Programa de Educacion Interamericana designed to enrich and strengthen the knowledge and understanding of Texas teachers and students in the field of intercultural education, with particular ref-



erence to Mexico and the republics of Central and South America. The project hopes to produce a new strategy for education which will foster and enhance cultural empathy wherever areas of study in elementary and secondary education relate to any aspect of Latin America. The articles in this volume were prepared to provide the teacher with an overall cultural base with specific examples: 1) Culture and Education; 2) A Rationale for Programa de Educacion Interamericana; 3) Society and Education in Brazil; 4) Language and Cultural Empathy; 4) Philosophy of Latin America: Yesterday and Today; 5) Political Economy of Latin America; 6) The History of Latin America; 7) Contrasts of Peru and Brazil; 8) Social Forces in Latin America. Statistical data, biographical information on key persons in Latin America, and quite extensive bibliographies accompany almost every chapter. Curriculum materials, teaching guides, and other resources in the Monograph Series are: SO 001 425 through SO 001 428. (Author/VLW)

**ED 052 099** SO 001 427  
*De Armond, Louis And Others*  
**Intercultural Education Series. Some Perspectives on Inter-America.**

Bryan Independent School District, Tex. Texas A and M Univ., College Station.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—Monogr-4  
Pub Date—68  
Note—143p.

**EDRS Price MF-0.83 HC-57.35 Plus Postage.**  
Descriptors—American History, \*Area Studies, Art, \*Cross Cultural Studies, Cultural Awareness, Elementary Grades, \*Humanities, Intercultural Programs, International Education, \*Latin American Culture, Music, Resource Materials, Secondary Grades, \*Social Studies, Spanish American Literature

Identifiers—\*Latin America, Texas

This publication of the Programa de Educacion Interamericana builds upon the overall cultural base in Latin America presented for the teacher in SO 001 424 by providing additional information for understanding past and present events. It also presents, in general view, the development of music, literature, and art. A third dimension is introduced, creativity as it applies to the methodology of teaching. The chapters are: 1) Historical contrasts between Ibero and Anglo America; 2) Inflation in Latin America; 3) Notes on the Latin American Mind; 4) Developing an Approach to Creativity; 5) America and Art; 6) Music in the Americas; and, 7) Spanish American Literature for United States Readers. Bibliographies of suggested reading accompany each chapter; other resources in the Monograph Series are: SO 001 425 and SO 001 426. (Author/VLW)

**ED 052 100** SO 001 428  
*Jones, Earl, Ed. Dean, Frances, Ed.*  
**Intercultural Education Series. The Americas and Self-Identification.**

Bryan Independent School District, Tex. Texas A and M Univ., College Station.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—Monogr-5  
Pub Date—70  
Note—153p.

**EDRS Price MF-0.83 HC-58.69 Plus Postage.**  
Descriptors—\*Area Studies, \*Cross Cultural Studies, Cultural Awareness, Elementary Grades, \*Humanities, Instructional Design, Intercultural Programs, International Education, \*Latin American Culture, Resource Materials, Secondary Grades, Self Concept, \*Social Studies, Spanish

This is the final monograph in the Programa de Educacion Interamericana resource series on Latin America: SO 001 424 through SO 001 428. Two main sections are contained here: 1) philosophical and methodological approaches to the problems of teaching the social studies, and 2) ammunition in knowing the Americas so they can be taught better. The chapters are: 1) Self-Identification and World View; 2) The Self and Others; 3) Effecting Attitude Changes through Educational Technology: Fact or Fancy; 4) Using Literature in the Teaching of Social Studies; 5) Sample Strategies for Creative Instruction in Social Studies; 6) The French Contribution to the Texas Heritage; 7) Latin America: One and/or Many, a Philosophical Exploration; 8) Non-Estate Small-Scale Farming in the Caribbean and Guyana; 9) French Influence in the Literary and Artistic World of the Western Hemisphere; 10) A Portrait of Mexico; 11) Spain: Its People, Language, and Culture; 12) Songs, Instruments, and Dances of the Americas. Bibliographies of suggested readings accompany each chapter. (Author/VLW)

**ED 089 248** CS 001 024  
*Holloway, Ruth Love*  
**Report of the Study Seminar to U.S.S.R., Dec. 7-23, 1973.**

Office of Education (DHEW), Washington, D.C.  
Right to Read Program.  
Pub Date—Feb 74  
Note—14p.

**EDRS Price MF-0.83 HC-51.67 Plus Postage.**  
Descriptors—\*Comparative Education, \*Educational Attitudes, \*Educational Philosophy, \*Teacher Education, Teacher Education Curriculum

Identifiers—\*Union of Soviet Socialist Republics  
Following a discussion of education in the Soviet Union, this paper relates some observations on teacher education in the U.S.S.R. Among the observations noted are that teacher education as a discipline is controlled by the central government; teachers are prepared similarly for both elementary and secondary levels; teacher preparation occurs in the state universities, pedagogical research institutes, and advanced centers and professional growth centers, with the majority of the teachers being educated in the pedagogical research institutes; teachers are in an institute for five years and specialize in an area; preference at an institute is given to people who have had experience in the working world; no separate degrees are given and a prospective teacher is required to write a thesis in his area of specialty; prospective teachers by the time of graduation have had at least six months teaching experience; the educational system places high priority on supporting students financially; all graduates are guaranteed a teaching position; school administrators come from the ranks of "best teachers"; and all teachers are required to return for retraining once every five years with pay for attendance. (HOD)

**ED 104 725** SE 019 039  
*Chalupsky, Albert B. And Others*  
**Going Metric: An Analysis of Experiences in Five Nations and Their Implications for U.S. Educational Planning. Final Report.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—AIR-41800-2/74-FR  
Pub Date—74  
Note—140p., For a related document, see SE 019 040

**EDRS Price MF-0.83 HC-57.35 Plus Postage.**  
Descriptors—Curriculum, Educational Experience, \*Educational Planning, \*Instruction, International Programs, \*Mathematics Education, Measurement, \*Metric System, Research, \*Surveys,

formation concerning conversion to the metric system by other countries which might be useful in planning for conversion by the United States. Representatives of organizations in five countries (United Kingdom, Australia, South Africa, New Zealand, and Canada) which had recently converted to the metric system were surveyed. The survey instrument was designed to cover 15 key areas related to influences for and resistance to conversion, scheduling, teaching strategies, development of materials and programs, and suggestions for the United States. Concurrently with the survey the investigators developed an overseas data collection network and a complex information storage system, and conducted an intensive literature review. Findings are related to: (1) the identification of groups exerting influence for metrication; (2) strategies, materials and special problems of metric instruction; (3) teacher training; and (4) changes respondents would make in their country's approaches. Nine implications and recommendations are posed by the investigators. This report includes discussions of the programs in each of the five countries and an extensive bibliography. (SD)

**ED 128 314** SP 010 386  
*Hedley, R. L. And Others*  
**Training in Supervision: A Limited Inservice Approach. Teacher Education Forum; Volume 4, Number 20.**

Indiana Univ., Bloomington. School of Education. Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
Pub Date—Jun 76  
Contract—OEG-072-0492-725

Note—15p., For related documents, see SP 010 368-388

**EDRS Price MF-0.83 HC-51.67 Plus Postage.**  
Descriptors—\*College Supervisors, Foreign Countries, Interpersonal Relationship, \*Principals, Rural Schools, Student Teachers, \*Student Teaching, Supervisors, \*Teacher Administrator Relationship, Teacher Evaluation, \*Teacher Supervision, \*Teaching Models, Workshops  
Identifiers—Manitoba

Although it has been the practice of the University of Manitoba to place the majority of student teachers in metropolitan schools, recently there has been increasing pressure to place students in rural school divisions as well. One rural school division, however, has given some evidence of distrust in the university faculty and in its methods of student teacher placement and supervision. To overcome this difficulty and establish an atmosphere of mutual trust, it was decided to conduct a two-day workshop in supervision where division principals and university faculty members could cooperatively develop a modern supervision techniques that would be useful to the principals and that would ultimately benefit student teachers placed in the rural school divisions. A model for the analysis of instruction was developed based on the hypothesis that the observable part of the teaching act is comprised of a finite set of learned behaviors that can be identified, isolated, and practiced. Supervisory personnel could evaluate the teaching act by assigning values to these behaviors. Five elements of instruction included in the model are: (1) a statement of entering behavior describing the present status of the learner in reference to a future status the teacher thinks the student should attain; (2) a statement of observable behavior describing what the student will be able to do after mastering an objective; (3) instructional procedures utilizing exposition, questioning, demonstration, and discussion; (4) performance assessment; and (5) continuous evaluation carried on by the teacher during actual presentation of the lesson. The workshop participants felt that they accomplished their goal of developing a structure for the analysis of instruction and that an understand-

**ED 129 667** SO 009 439  
*Hillgen, Wolfgang***Report on the Distance Studies Course "Social Studies." German Studies Notes.**

Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date—76

Note—72p; Paper presented at a Conference on Political Education in the Federal Republic of Germany and the United States (Indiana University, Bloomington, September 15-19, 1975); Translated by M. Borrell

Available from—Institute of German Studies, Ballantine Hall 665, Indiana University, Bloomington, Indiana 47401 (\$1.00)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Civics, Comparative Analysis, \*Comparative Education, Developmental Programs, Educational Innovation, Educational Objectives, Educational Philosophy, \*Educational Programs, Educational Theories, Elementary Secondary Education, Foreign Countries, Higher Education, Interdisciplinary Approach, Learning Theories, Matrices, Political Socialization, Problem Solving, \*Program Descriptions, Social Sciences, \*Social Studies, \*Teacher Education, Values Identifiers—\*West Germany

An innovative social studies teacher education program at the University of Tübingen, West Germany, is described. The problems, aims, and structure of the course of study as well as general theories of learning in West Germany are discussed and these educational phenomena are compared with their American counterparts. The paper is presented in four sections. Section I introduces the preconditions, problems, and development of the social studies program. Four subject areas are identified: sociology, political science, law, and economics. Section II discusses specific problems of the project including key concepts, key questions, and creation of a matrix to reflect these elements. Section III compares American and German structures of knowledge and problems of scientific theory. Section IV presents texts from the social studies curriculum. A bibliography is included in the document. (Author/DB)

**ED 129 751** SP 010 466  
**Alternative Structures and Methods in Teacher Education. Report of a Technical Working Group (Kathmandu, Nepal, October 21-30, 1975).**

Philippines Univ., Quezon City. Asian Inst. for Teacher Educators. United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date—75

Note—91p.

Available from—UNESCO Regional Office for Education in Asia, 920 Sukhumvit Road, Bangkok, Thailand (\$7.20)

**Document Not Available from EDRS.**

Descriptors—Case Studies, Change Agents, \*Developing Nations, Development, Educational Innovation, \*Educational Methods, Foreign Countries, Institutes (Training Programs), Methods Courses, \*Regional Planning, Rural Development, \*Teacher Education, Teacher Education Curriculum, \*Teacher Programs Identifiers—\*Asia

The technical working group meeting on alternative structures and methods in teacher education

tive approaches made as an alternative structure and method in the area of teacher education by the different member states and help them to share experiences in implementing these innovations indigenous to their own needs. The specific parts of the meetings were: 1) presentation, analysis, and synthesis of innovative projects in teacher education, including case studies of structural and methodological alternatives; 2) suggested models and inter-country cooperation for application and field testing of models. (Author/JMF)

**ED 129 752** SP 010 467  
**Continuing Education for Teacher Educators; Advanced-Level Workshops. Report of a Task Force Meeting (Tokyo, March 13-25, 1976).**

National Inst. for Educational Research, Tokyo (Japan). United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date—76

Note—89p.

Available from—UNESCO Regional Office for Education in Asia, 920 Sukhumvit Road, C.P.O. Box 1425, Bangkok, Thailand (\$6.60)

**Document Not Available from EDRS.**

Descriptors—Administrative Organization, Case Studies, Cultural Enrichment, \*Developing Nations, \*Educational Improvement, Educational Innovation, Foreign Culture, Guidelines, Non-western Civilization, \*Professional Continuing Education, Regional Planning, Teacher Education, \*Teacher Educator Education, \*Teacher Workshops Identifiers—\*Asia

The Task Force Meeting on Advanced-Level Workshops for Teacher-Educators, held in Tokyo, examined the preparation of teachers for innovative education in the developing Asian region. Asian educators reported innovative practices and experiences in their own countries. Some major concerns: democratization of education; providing access to educational facilities; linking education to problems of national development; development of systematic programs to educate teacher educators, integrating preservice and inservice education programs, and changing the structure, organization and curriculum of education programs. Guidelines were laid down for organizing advanced-level workshops, citing new trends in education in member states and providing main source material for participants in workshops. A handbook was drafted exemplifying how actual experiences can be brought together for the purposes of problem diagnosis and evaluation. In it the need, objective, and scope of advanced-level workshops are outlined, and case studies in teacher education submitted by participating members are documented and analyzed. (JD)

**ED 129 753** SP 010 468  
**Teacher Education and Curriculum for Development. Report of a Regional Planning Workshop (Quezon City, Philippines, May 19-31, 1975).**

Philippines Univ., Quezon City. Asian Inst. for Teacher Educators. United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date—May 75

Note—67p.

Available from—UNESCO Regional Office for Education in Asia, Darakarn Building, 920 Sukhumvit Road, P.O. Box 1425, Bangkok, Thailand (\$3.75)

**Document Not Available from EDRS.**

The Regional Planning Workshop on Teacher Education and Curriculum for Development had as its aim the preparation of guidelines for: 1) the development of modules for curriculum designers with reference to curriculum for development; 2) the development of modules for selected elements of the core curriculum of teacher education; and 3) sub-regional training programs. The central theme of the workshop was consideration of curriculum and teacher education in relation to national efforts for development, particularly in the areas of health and nutrition, employable skills, and rural transformation. The presentations include: country reports on new educational programs and plans at the basic level of education; identification of main thrust of educational innovation and strategies of implementation in the Asian countries; curriculum development with guidelines for the curriculum designer; teacher education, with guidelines for teacher educators for developing modules; and guidelines for workshops for curriculum designers and teacher education. (JMF)

**ED 133 321** SP 010 712  
**Swedish Behavioural Science Research Reports. (Betetendevetenskapliga Rapporter. 1975/76).**

National Library for Psychology and Education, Stockholm (Sweden).

Spons Agency—Swedish Council for Social Science Research, Stockholm.

Pub Date—76

Note—435p; In English; For related document, see ED 108 677

Available from—The National Library for Psychology and Education, P.O. Box 23099, S-104 35 Stockholm 23, Sweden (Free of charge)

**EDRS Price MF-S0.83 HC-\$23.43 Plus Postage.**

Descriptors—\*Abstracts, \*Behavioral Science Research, Education, Educational Research, \*Foreign Countries, Physiology, Psychological Studies, Psychometrics, \*Social Science Research, Teacher Education Identifiers—\*Sweden

This publication is an annual catalog of abstracts of research reports published by the institutes of psychology and education at teacher training colleges and universities in Sweden, complete to June 1, 1976. The reports are grouped into twenty-seven broad subject fields according to the rules of PSYCHOLOGICAL ABSTRACTS and EUISED THESAURUS. Abstracts contain: (1) author's name; (2) institutional source; (3) title; (4) bibliographic reference; (5) project title; (6) key descriptor words; (7) abstract; (8) publication date; (9) pagination; (10) language of report; (11) report status; (12) degree requirement information; and (13) research sponsor. The survey is indexed by author, subject, and institution. The subject index is based mainly on the EUISED THESAURUS and the THESAURUS OF PSYCHOLOGICAL INDEX TERMS, with the ERIC THESAURUS as a supplementary reference. (MB)

**ED 136 227** CS 003 285

*Elliot, Claire, Ed. Anderson, Jonathan, Ed. Literacy-A Focus on the Future: Proceedings of the Australian Reading Conference (1st, Adelaide, August 1975)*

South Australian Reading Association, Adelaide.

Pub Date—75

Note—225p.

**EDRS Price MF-S0.83 HC-\$11.37 Plus Postage.** Descriptors—Adults, Australian Aboriginal Languages, Childrens Literature, \*Conference Re-

student motivation, children's literature, reading processes, adult illiteracy and testing for literacy, and reading English as a second language. In addition, Donald Moy's opening paper, "The Bullock Report and Its Implications," provided a summary of emerging needs for the teaching of language and reading in the United Kingdom. Charles C. Cripps contributed "The Question of Spelling," Beth Stevenson presented "Three Rs for Technical Teachers: Realistic Reading Resources"; Angela Riddale contributed "The Pit and the Ambulance-Diagnosis and Preventive Teaching in Relation to Language Skills"; and Eirlys Richards submitted "Literacy of Adult Aborigines." (KS)

ED 136 551 FL 008 275

*Odwarka, Karl, Ed.*  
**Culture and Civilization of the German Speaking States. Proceedings of the Tenth Annual Iowa Regional AATG Workshop, University of Northern Iowa, March 21-22, 1975.**

American Association of Teachers of German.  
 Pub Date—76

Note—115p.  
 Available from—American Association of Teachers of German, 339 Walnut St., Philadelphia, Pennsylvania 19106 (\$4.00)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Area Studies, Conference Reports, \*Cultural Background, \*Cultural Education, Culture Contact, Educational Change, \*German, \*German Literature, Immigrants, \*Language Instruction, Language Teachers, Political Science, Second Language Learning

Identifiers—Austria, East Germany, \*German Culture, Germany, Switzerland, West Germany

These Proceedings include 26 addresses and papers on culture and civilization in German-speaking countries. Papers on politics and culture in Switzerland, East and West Germany, and Austria begin the book. These papers were written by Gerhard Weiss, Franz Lehner, Eduard Adler, Sonja Elin and Karl Borchard. Three sections on teaching culture and civilization include articles on beginning language classes, images of women in German culture textbooks, culture in art, German dialects and teaching of medieval German civilization. These papers were written by Henri Chabert, Fritz Konig, Marion Clay, John ter Haar, James Sandrock, Karen Bahnick and Furd Parkes. A section on German-American heritage discusses the German influences in Iowa and the effects of Americanization on certain German immigrants, in papers by Robert Clark, James Dow, Alan DuVal and Patricia Herminhouse. Four papers by Donald Ruhde, Werner Will, Karl Odwarka and Gerhard Brikmann deal with school reforms in West Germany. Special area studies of Austria, Switzerland and East and West Germany are presented, in papers by Donald Whitnah, Jurgen Koppensteiner, Gerald Neumann, Rudolf Kunzli, Victor Peters and Suibert Gammersbach. Nine of the papers are in German. (CHK)

ED 137 057 SE 021 285

*Saveland, Robert N., Ed.*  
**Handbook of Environmental Education with International Case Studies.**

International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland).

Pub Date—76

Note—267p.

Available from—John Wiley and Sons, One Wiley Drive, Somerset, New Jersey 08873 (\$15.95)

Identifiers—UNESCO

This handbook of environmental education was sponsored by the International Union for the Conservation of Nature (IUCN). It provides information on the methods of environmental education and promotes the exchange of details of new methods and materials. The book describes the present world position in environmental education and points the way for future developments. Among the topics discussed by the international writing team are: perspectives; curriculum design; method; materials, facilities and media; youth involvement and community action; evaluation; and teacher education. Each topic area is supplemented with illustrative case studies. A bibliography and a list of the case studies with contact addresses concludes this publication. (BT)

ED 138 430 SE 020 672

**Report of the Primary Science Planning Workshop (Manila, June 24-28, 1969).**

Southeast Asian Ministers of Education Organization (Singapore). Regional Center for Education in Science and Mathematics.

Report No.—P-5-SCMS-17

Pub Date—69

Note—96p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Curriculum Development, Early Childhood Education, Elementary School Science, \*Foreign Countries, Institutes (Training Programs), Planning, \*Primary Grades, \*Science Education, \*Teacher Education, Workshops  
 Identifiers—\*Asia (Southeast), \*Regional Centre Education Science Mathematics

This publication details the proceedings of a Primary Science Planning Workshop held in Manila, Philippines from June 24-28, 1969. The major goal of this workshop was to develop a course to train teachers and teacher training specialists in elementary education for each country participating. These individuals would play primary roles in introducing modern elementary education methods and appropriate content in science into their countries and help prepare teachers to implement the new curricula and methods. A detailed description of the Primary Science Training Course produced by this workshop is provided. Supporting professional documents are included. Information in the Appendices includes: the workshop program and proceedings, a list of participants, copies of addresses presented at the initial session, a bibliography of RECSAM (Regional Centre for Education in Science and Mathematics) reports, and press communiques. (BT)

ED 142 543 SP 011 342

*Klusen, Frank H., Ed. Leavitt, Howard B., Ed.*

**International Perspectives of Teacher Education: Innovations and Trends.**

International Council on Education for Teaching, Washington, D.C.

Pub Date—76

Note—214p.

**EDRS Price MF-50.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Continuous Learning, \*Curriculum Development, Educational Innovation, Educational Planning, \*Educational Trends, Futures (of Society), Global Approach, Inservice Teacher Education, \*International Educational Exchange, \*Policy Formation, \*Teacher Education, Trend Analysis

This book reports on three International Council on Education for Teaching world assemblies held in Singapore, Berlin, and Washington, D.C. The report is divided into six major parts, each presenting pa-

deal with broad concepts of the subject, educational demands in changing societies, and nonformal education in developing countries. Curriculum innovations are the topic of the third section. New curriculum content is described, education for peace and achievement motivation are discussed, and a program for the clinical preparation of teachers is examined. Educational technology is the subject in section four. Ways in which a more scientific approach to teacher education can be introduced and how they may be implemented are discussed in the papers presented in this section. Section five is devoted entirely to the subject of inservice education in Asia. Specific activities in eleven Asian countries are described. In the final section, current trends in teacher education are discussed in six geographical regions: India, Australia, Kenya, Canada, United States, and Southeast Asia. In conclusion a worldwide perspective on teacher education is presented. (JD)



Toledo Univ., Ohio. Research Foundation.

Report No.—CRP-2518

Pub Date—65

Note—317P.

**EDRS Price MF-\$1.00 HC-\$16.73 Plus Postage.**

**Descriptors**—\*Comparative Analysis, Comparative Statistics, Comparative Testing, \*Educational Research, \*Educational Status Comparison, Educational Trends, Elementary Education, \*Foreign Countries, Intelligence Tests, Secondary Education, Standardized Tests, Student Teaching, Teacher Attitudes, Teacher Characteristics, \*Teacher Education, Tests

**Identifiers**—GREAT BRITAIN, OHIO, TOLEDO  
A COMPARISON OF PRESERVICE  
TEACHER EDUCATION STUDENTS WAS  
PERFORMED IN THE AREAS OF (1)  
TEACHER ATTITUDES AND PERSONALITY  
CHARACTERISTICS, (2) GENERAL EDUCATIONAL  
PREPARATION, (3) PROFESSIONAL  
EDUCATION KNOWLEDGE, AND (4) GENERAL  
INTELLIGENCE. ALMOST 5,000 ELEMENTARY  
AND SECONDARY EDUCATION  
STUDENTS IN THE UNITED KINGDOM AND  
THE UNITED STATES RECEIVED A 12-HOUR  
BATTERY OF STANDARDIZED TESTS. THE  
RESULTS ON THE TEACHER CHARACTERISTICS  
AND ATTITUDES MEASURED INDICATED THAT  
STUDENTS IN THE UNITED STATES WERE MORE  
LEARNING-CENTERED OR TRADITIONAL AND  
LESS CHILD-CENTERED OR PERMISSIVE IN  
THEIR APPROACH TO TEACHING THAN WERE  
THEIR BRITISH COUNTERPARTS. AMERICAN  
STUDENTS APPEARED TO HAVE BETTER  
PREPARATION IN MEASURED AREAS OF  
PROFESSIONAL EDUCATION. OTHER RESULTS  
SHOWED A LARGE NUMBER OF SIGNIFICANT  
DIFFERENCES AND SOME DEFINITE PATTERNS.  
(JM)

**ED 026 303**

**SP 002 152**

Shaver, James P. Richards, Hyrum E.

**Open-Closed Mindedness of College Students in  
Teacher Education. Final Report.**

Utah State Univ., Logan. Bureau of Educational Research.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.

Pub Date—Oct 68

Contract—OEC-1-7-078056-3852

Note—173p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors**—\*Attitude Tests, \*College Students,  
Democratic Values, \*Dogmatism, \*Educational  
Research, Mental Rigidity, Methods Courses,  
National Surveys, Political Attitudes, Religious  
Factors, Research Methodology, Sampling, Social  
Studies, Subculture, \*Teacher Education, Test  
Validity

**Identifiers**—Dogmatism Scale, \*F-Scale, Gough-  
Sanford Rigidity Scale

Research was conducted regarding the lack of information about (1) the relations of open-closed mindedness (dogmatism, authoritarianism, and rigidity) to reactions to a social studies methods course; (2) the possible biasing effects of drawing samples of teacher education students from different groups, subcultural and educational; and (3) the comparative central tendencies on measures of open-closed mindedness of teacher education students in the U.S. and in Germany. A correlational study was made of F-Scale, Dogmatism Scale, and Gough-Sanford Rigidity Scale scores of three social studies methods classes at one university, of a national sample of teacher education students on nine campuses, and of German students in three institu-

little evidence that age, college class, sex or commitment to elementary or secondary education are potent variables for anticipating variability in open-closed mindedness. Teaching major appeared to be related to the scores, and thus a matter of consideration in drawing teacher education samples. There was no evidence that students in teacher education are more authoritarian or dogmatic than university students in general. (Included are a 345-item bibliography and discussion of the validity of the F- and D-Scales.) (JS)



ED 032 809

FL 001 464

Richardson, Irvine, Comp.

**The Relationship of Africanists to Afro-American Studies: Reports of a Conference (East Lansing, Michigan, April 25-26, 1969).**

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—[69]

Contract—OEC-0-8-000075-3422

Note—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Black Studies, Conference Reports, Cultural Education, Curriculum Development, Educational Interest, Federal Programs, Inservice Teacher Education, \*Instructional Materials, Language Instruction, Material Development, \*Program Descriptions, \*Program Development, School Community Cooperation, Secondary Schools, Student Motivation, Swahili, Teacher Background, \*Teacher Education, Universities

This report of a conference at Michigan State University on ways in which the Africanist is, and might be, related to Afro-American studies emphasizes examples of present cooperation and suggestions for the future. Present efforts in secondary schools, universities, and the U.S. Office of Education are described. Suggestions for teaching materials, further program development, and the teaching of Swahili, as well as problems of teacher background, organization of Afro-American studies within existing systems, and popular acceptance are included. Some suggestions are advanced for solutions to teacher training and teaching materials problems. Background on the conference's organization, the motivation and demand for Afro-American studies, and the relation of African specialists to such studies are described briefly in an introduction. An appendix lists conference participants and summer institutes and inservice programs. (AF)

ED 042 674

SO 000 224

Harvey, O. J. King, Edith W.

**External Evaluation of the EPDA Worldmindedness Inventory.**

Denver Univ., Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Contract—OEG-0-9-151186-1759-725

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Administrator Attitudes, Adoption (Ideas), Attitude Tests, Behavior Change, Beliefs, \*Changing Attitudes, \*Elementary Schools, \*Institutes (Training Programs), \*Program Evaluation, \*School Personnel, Social Attitudes, Teacher Attitudes, Values

**Identifiers**—Brown (Bob B), Conceptual Systems Inventory

The summer phase of the Worldmindedness Institute at the University of Denver from June 23 to August 8, 1969 brought together 34 principals, supervisors, coordinators, and teachers of the elementary school level. The program included study in the social sciences and the arts with the ultimate objective being the incorporation of worldmindedness concepts within the elementary school program. This paper reported on an objective evaluation of the effects of the Institute on the values, beliefs and practices of the participants. Participants were pre- and posttested with a battery of instruments to "measure change in values and attitudes as well as change in 'beliefs-practices' gap." A control group of graduate students were similarly tested. O. J. Harvey's This I Believe Test measured openness or closedness of belief structure and openness to change. B. B. Brown's Philosophical Beliefs Inventory measured endorsement of Dewey's basic philosophy; his Teacher Practices Inventory measured accord with Dewey's recommended teaching

practices. Differences between the results of these two tests provided the belief-practices gap measure. It was found that "the Institute program stimulated participants to question and evaluate their beliefs and values, as well as their educational practices." (DJB)

ED 045 000

FL 002 074

Germany as We Saw It.

Stanford Univ., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—18 Aug 61

Note—173p; Report of 1961 NDEA Institute held at Bad Boll, Germany

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Area Studies, Churches, Cross Cultural Training, Cultural Background, Cultural Context, Elementary Education, Employment, Family Life, \*Foreign Culture, \*German, Housing, Inservice Teacher Education, Institutes (Training Programs), International Education, Religion, Secondary Education, \*Secondary School Teachers, \*Second Language Learning, Study Abroad, \*Summer Institutes

**Identifiers**—\*Germany, NDEA Language Institutes

Close-up studies of German life in the Stuttgart area are reported by participants of Stanford University's 1961 National Defense Education Act second-level institute for secondary school teachers of German, held at Bad Boll, Germany. Topics covered include: (1) religious life, (2) political life, (3) problems of settlement, (4) occupational problems and the family, (5) aspects of the German educational system, and (6) general cultural life. For related documents see ED 027 785 and ED 027 786. [Not available in hard copy due to marginal legibility of original document.] (WB)

ED 055 093

TE 499 818

**International Seminar on Teacher Education in Music (August 8-18, 1966).**

Michigan Univ., Ann Arbor. School of Music. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—67

Note—431p.

**EDRS Price MF-\$1.33 HC-\$23.43 Plus Postage.**

**Descriptors**—\*International Programs, \*Music Teachers, \*Seminars, \*Teacher Education

The purposes of the International Seminar in Teacher Education in Music included the following: (1) to make it possible for leaders in the field of teacher education in music to meet their counterparts from many parts of the world and exchange ideas; (2) to facilitate attendance at the International Society for Music Education conference at Interlochen, Michigan; and (3) to develop international understanding and foster international friendship by encouraging continuing contacts between persons in many different parts of the world. This seminar report contains 11 chapters, which are concerned with the following topics: The Purposes of the Seminar; A Survey of the Current Situation in Music Education; Basic Musicianship for the Music Educator; A Liberal Education for the Music Educator; Performance and the Music Educator; Preparing the Music Educator to Use the Music of His Own and Other Cultures; The Professional Education of the Music Educator; The Techniques of Teaching; Special Aids for Music Teachers; Research and Teacher Education; Music Education for the Classroom Teacher; and Evaluation, Interpretation and Recommendations. An Appendix contains Special Recommendations of Small Groups, and Program of the International Seminar on Teacher Education in Music. (DB)

ED 061 149

SP 005 542

Olsen, Paul A., Ed. And Others  
**Education for 1984 and After.**

Study Commission on Undergraduate Education and the Education of Teachers.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date—71

Note—238p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

**Descriptors**—Credentials, \*Cultural Differences, \*Educational Improvement, \*Educational Responsibility, \*School Community Relationship, \*Teacher Education

This book is a study document of the directorate of the Study Commission on Undergraduate Education and the Education of Teachers. This document is a result of a conference of teacher education administrators held in Chicago in July 1971. The document presents informed opinion on a variety of issues relevant to preparing education personnel. Sections of the study deal with a) the assessment of community needs and the role of educational institutions in that community, b) the fulfillment of educational responsibilities by the study committee on a noncompensatory basis, c) the need to develop and respect cultural pluralism, d) the need for further study in the area of credentialing, e) the creation of formats to assure access to the teaching profession regardless of background, differences or culture, f) the definition of a positive process to upgrade teacher standards, and g) development of a management system which will create the opportunity to relate schools of education with schools of arts and science in ways which will not permit a division of responsibility. Several conclusions reached from the discussions were potentially useful. Further study will be made before the formulation of initial recommendations are made. (MJM)

ED 063 261

SP 005 717

Kushman, William E.

**Overseas Student Teaching Programs: A Study of American Collegiate Participation.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date—Jun 72

Contract—OEC-8-8-080490-3706(010)

Note—31p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Intercultural Programs, \*Teacher Education, \*Teacher Education Curriculum, \*Teaching Experience, \*Teaching Programs

This study identifies those colleges and universities in the United States which sponsor or collaborate on overseas student teaching programs. Of 170 colleges and universities contacted in the 30 states, 27 programs were identified and reported. Two information gathering procedures were used: a) an investigation of selective literature search and correspondence with the programs producing limited results and b) individually typed letters were sent to colleges and universities with 10,000 or more students. Respondents were asked to describe in letter form or existing printed material their overseas student teaching programs and suggest names of existing institutions sponsoring or collaborating on such programs. The programs are described and structured as follows: 1) Programs are reported by state. 2) Reporting has been limited to overseas student teaching programs. 3) Only programs in operation during the time of the survey are included. 4) An attempt to preserve the integrity of every program description has been made through close scrutiny of the materials provided by the respondents. Six recommendations were made. Follow-up studies cannot be implemented until a greater

number of returning participants are employed in positions in which the relative effects of overseas student teaching experience can be measured. The appendix contains sources contacted during the course of study development. (MJM)

**ED 069 613** SP 005 948

*Klassen, Frank H. And Others*

**The International Dimension of American Teacher Education. A Survey of International Education Programs of American Colleges and Universities.**

American Association of Colleges for Teacher Education, Washington, D.C.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date—72

Note—231p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Educational Development, Educational Innovation, \*International Education, \*International Programs, \*Research Projects, \*Teacher Education

This report describes current efforts in American colleges and universities to incorporate an international perspective in the preparation of teachers and other educational personnel. Chapter I presents an overview of international teacher education and a synopsis of several related studies. The second chapter presents the data. It is organized into five major parts determined by the basic characteristics of any teacher preparation program, i.e., institutional factors, curricula considerations, resource and faculty situations, planning constraints, problems, and the delineation of future policies and needs. A summary of the findings and implications is presented in Chapter III along with a brief overview of data collection and analysis procedures. Chapter IV contains a series of studies involving international-cultural education. An extensive bibliography and appendixes with related project material are included. (MJM)

**ED 077 874** SP 006 555

*Spaulding, Seth*

**Teacher Education: What Next? International Education Year 1970, No. 10.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—[70]

Note—19p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Educational Change, Educational Innovation, Educational Technology, Social Change, \*Teacher Education, Teacher Programs, \*Teacher Qualifications, \*Teacher Role, \*Teachers

This is a description/discussion of many of the current situations in teacher education around the world, and from these are projected future changes. It is stated that the role of a teacher is changing as the world is changing; consequently, teacher training is changing with emphasis on social science methodology and clinical training. Other current developments noted, which will continue to bloom into the future, are new specialists, educational technology, education training for college teachers, and a new interest in life-long teacher education and rural education. (JA)

**ED 137 127** SE 022 392

Connect, UNESCO-UNEP Environmental Education Newsletter, Vol. II, No. 1, March 1977.

**Regional Meetings in the Context of the International Environmental Education Programme.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—Mar 77

Note—9p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Conferences, Curriculum, \*Environment, \*Environmental Education, Information Dissemination, \*International Education, Objectives, \*Program Planning, Teacher Education, World Problems

Identifiers—\*UNESCO

Reported are summaries of meetings held to: (1) identify and discuss environmental education in the region; (2) review the guidelines and recommendations of the Belgrade Workshop of 1975 in the light of each region's environmental education needs; (3) discuss ways to develop the exchange of ideas and information so as to establish or strengthen a regional network system and cooperation in environmental education; and (4) formulate regional strategies for future action. Brief summaries are included from meetings held by 12 African countries, 17 Asian countries, 13 Arab countries, 19 Latin American countries, and 27 European countries plus Canada and the United States. (RH)

**ED 137 301** SP 010 954

**Teacher Policies. General Report of the Conference.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—76

Note—159p.

Available from—Director of Information, OECD, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (\$6.00)

**Document Not Available from EDRS.**

Descriptors—\*Change Strategies, Educational Objectives, \*Educational Planning, Educational Problems, Educational Trends, Elementary Secondary Education, Enrollment Trends, \*Formative Evaluation, \*International Educational Exchange, \*Policy Formation, Social Indicators, Teacher Education, Teacher Role

Identifiers—Organisation for Economic Cooperation and Development

The central concern of this conference was to examine the changing role of teachers and its implications in terms of tasks, training, status, and complementary resources and to identify alternative policy measures in support of new policies in these areas. Strategies and resources needed to innovate successfully in primary and secondary education were considered. It was concluded that fundamental changes in the objectives of education call for corresponding changes in the policies of training, recruitment, and utilization of the various categories of teachers. (JD)



**ANALYTICAL AND MECHANICAL ABILITY TESTS TOWARD FACET DESIGN AND ANALYSIS.**

Israel Inst. of Applied Social Research, Jerusalem.  
Report No.—CRP-OE-4-21-014; PL-480-I  
Pub Date—66

Note—96p.

**EDRS Price MF-50.83 HC-54.67 Plus Postage.**

Descriptors—Aptitude Tests, Factor Analysis, \*Item Analysis, \*Measurement Instruments, \*Predictive Measurement, \*Set Theory, \*Test Construction, Vocational Education  
Identifiers—DIAGNOSTIC TESTS (EDUCATION), ISRAEL, JERUSALEM

METHODOLOGY BASED ON FACET THEORY (MODIFIED SET THEORY) WAS USED IN TEST CONSTRUCTION AND ANALYSIS TO PROVIDE AN EFFICIENT TOOL OF EVALUATION FOR VOCATIONAL GUIDANCE AND VOCATIONAL SCHOOL USE. THE TYPE OF TEST DEVELOPMENT UNDERTAKEN WAS LIMITED TO THE USE OF NONVERBAL, PICTORIAL ITEMS. ITEMS FOR TESTING ABILITY TO IDENTIFY ELEMENTS BELONGING TO AN ORDERED SET (ANALOGY TESTING) WERE CONSTRUCTED ON THE BASIS OF FACET DESIGN, AND THE ELEMENTS OF THE SET WERE PRESENTED IN SIMPLE DIAGRAMMATIC DRAWINGS. THE TWO TESTS DEvised IN THIS PROJECT WERE AN ANALYTICAL ABILITY TEST AND A MECHANICAL COMPREHENSION TEST. THE ATTRIBUTES, FUNCTIONS, AND ARRANGEMENTS EMPLOYED IN THE ANALYTICAL ABILITY TEST WERE DESCRIBED. THE ITEMS EMPLOYED IN THE ANALYTICAL ABILITY TEST WERE OF THREE CLASSES (1) CLASS A - WHERE FIGURES VARIED IN SIZE, DIRECTION, OR PLACE, (2) CLASS B - WHERE SHAPE WAS AN ATTRIBUTE WHICH VARIED, AND (3) CLASS C - WHERE FUNCTION WAS EXHIBITED BY DIFFERENT ATTRIBUTES OR DIFFERENT SETS OF VALUES OF AN ATTRIBUTE. DESCRIPTIONS WERE INCLUDED OF (1) DISTRACTORS OF THE ANALYTICAL ABILITY TEST, (2) ANALYTICAL ABILITY TEST BOOKLETS, (3) ITEMS OF THE MECHANICAL COMPREHENSION TEST, (4) MECHANICAL COMPREHENSION TEST BOOKLETS, AND (5) SOME NEW METHODS OF ITEM ANALYSIS. DATA COLLECTION INCLUDED THE ADMINISTRATION OF THE CONSTRUCTED TESTS TO A SAMPLE OF 637 PUPILS IN GRADES 7, 8, AND 9. CONCLUSIONS WERE (1) FACET DESIGN COULD BE EMPLOYED IN ITEM CONSTRUCTION, (2) THE DEGREE OF SUCCESS (TEST DEVELOPMENT) ACHIEVED WAS UNEVEN, DIFFERING WITH THE KIND OF TEST AND THE NATURE OF ANALYSIS CONDUCTED, AND (3) VARIOUS REGIONS OF CLASSES, ARRANGEMENTS, AND FUNCTIONS, AS WELL AS THE SUBTESTS OF THE MECHANICAL TEST SHOULD PROVE IMPORTANT FOR PREDICTIVE MEASUREMENT. (RS)

ED 014 773 CG 000 976

**GUTTMAN, LOUIS SCHLESINGER, I.M. THE ANALYSIS OF DIAGNOSTIC EFFECTIVENESS OF A FACET DESIGN BATTERY OF ACHIEVEMENT AND ANALYTICAL ABILITY TEST.**

Israel Inst. of Applied Social Research, Jerusalem.  
Report No.—BR-5-1409  
Pub Date—67

Note—100p.

Group Intelligence Tests, Research Projects, "Structural Analysis," Test Construction, Tests Identifiers—GUTTMAN, LINGOES MULTIDIMENSIONAL SCALOG, GUTTMAN LINGOES SMALLEST SPACE ANALYSIS  
THE INTERNAL STRUCTURE OF A BATTERY OF ACHIEVEMENT AND INTELLIGENCE TESTS WAS ANALYZED TO ENHANCE THE DIAGNOSTIC VALUE OF THE BATTERY. CONSTRUCTION OF THE ACHIEVEMENT AND INTELLIGENCE TESTS WAS GUIDED BY A FACET DESIGN.

THE RESEARCH HYPOTHESES WERE THAT (1) STAGES OF DEVELOPMENT AND ACHIEVEMENT IN THE VARIOUS AREAS TESTED IN THE BATTERY EXIST, AND (2) CERTAIN KINDS OF SYSTEMATIC DIFFICULTIES CAN BE DIAGNOSED BY FACET DESIGN AND BY ANALYSIS OF TEST DISTRATORS. DATA ANALYSIS WAS DONE USING THE GUTTMAN-LINGOES SCALOGRAM ANALYSIS (MSA-I) AND THE GUTTMAN-LINGOES SMALLEST SPACE ANALYSIS I AND II (SSA-I AND SSA-II). THE STRUCTURE OF THE INTERRELATIONSHIPS HOLDING BETWEEN A BATTERY OF TESTS AND BETWEEN ITEMS OF A SUBTEST WERE INVESTIGATED USING SSA-I. RESULTS WERE CONSISTENT WITH EARLIER FINDINGS ON THE RELATIONSHIPS BETWEEN DIFFERENT SUBTESTS OF ANALYTICAL ABILITY AND APTITUDE ACHIEVEMENT. THE MSA-I ANALYSIS OF SUBTESTS AND OF INDIVIDUAL ITEMS REVEALED THE EXISTENCE OF STAGES OF ACHIEVEMENT FOR THE ARITHMETIC TEST. A SSA-II ANALYSIS OF THE ARITHMETIC TEST SHOWED THAT SUBJECTS TENDED TO MAKE SIMILAR TYPES OF ERRORS ON DIFFERENT ITEMS. (PS)

ED 056 412 EA 003 899

**Educational Research and Development in the United States.**

Office of Education (DHEW), Washington, D.C.  
Bureau of Research, Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—Jul 69

Note—308p.

**EDRS Price MF-51.00 HC-516.73 Plus Postage.**

Descriptors—\*Administrative Organization, Educational History, \*Educational Research, Educational Resources, Federal Government, \*Federal Programs, \*International Programs, Management, Manpower Needs, Organization, Policy, Political Issues, Private Financial Support, Research, \*Research and Development Centers, Research Problems, State Government

This volume explores the development, present status, and future growth of educational research and development in the United States and documents U.S. educational research efforts as a guide for OECD member nations. Topics include (1) the organization of and issues in education in the United States, (2) the history of educational research, (3) the sponsorship of educational research, (4) the practitioners of educational research, and (5) the management of educational research and development. Educational policy implications and impacts are also reviewed. (RA)

ED 060 727 FL 002 991

**Peterson, William S. Ed. Foreign Curriculum Consultants in Action.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-14159

S. Government Printing Office, Washington, D.C. 20402 (GPO 1780-0808, S.65)

**EDRS Price MF-50.83 HC-53.50 Plus Postage.**

Descriptors—\*Consultants, \*Curriculum Development, \*Curriculum Planning, Educational Planning, \*Foreign Culture, \*Foreign Nationals, Instructional Program Divisions, International Education, Resource Teachers, Student Motivation, Teacher Attitudes

The purpose of this brochure is to illustrate the nature, value, and impact of the Foreign Curriculum Consultant Program of the United States Office of Education. This program, in existence since 1964, involves curriculum consultants from other countries who are specialists in the language and culture of their homelands. Twelve articles by a representative group of consultants illustrate activities of participating members during a typical academic year. Appendixes provide statistical data concerning program financing (1964-1970) and information about sponsoring institutions. (RL)

ED 062 837 FL 002 940

Brod, Richard I.

**Survey of Foreign Language Course Registrations and Student Contact Hours in Institutions of Higher Education, Fall 1970 and Summer 1971. Final Report.**

Modern Language Association of America, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Mar 72

Contract—OEC-0-70-3988-823

Note—169p.

**EDRS Price MF-50.83 HC-58.69 Plus Postage.**

Descriptors—\*Colleges, French, German, Italian, \*Language Enrollment, Language Instruction, Modern Languages, \*National Surveys, Russian, School Statistics, School Surveys, Second Languages, Spanish, State Surveys, Statistical Data, \*Statistical Surveys, Tables (Data), Uncommonly Taught Languages, \*Universities

This study, the tenth in a series, presents college language registration and student contact hour data for all modern and classical language programs in the United States. The body of the report consists of 24 tables summarizing the data, and a directory of the 2,353 institutions that reported registrations in one or more foreign languages. Summer school data for 1971 programs are also provided. To facilitate the study of trends in foreign language registrations over the 10-year period between 1960 and 1970, registration data from the surveys undertaken in 1960, 1965, and 1968 have been incorporated into this report. An institutional directory is provided. A section on foreign language registrations in institutions of higher education by state and institution for fall 1970 is appended with a sample report form used in the survey. Tables and data are discussed in the introductory section. (RL)

ED 066 099 FL 003 505

Brod, Richard I.

**Survey of Foreign Language Entrance and Degree Requirements for the Bachelor of Arts Degree in United States Institutions of Higher Education.**

Modern Language Association of America, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—P-0-7751

Pub Date—Aug 72

Contract—OEC-0-70-4264-823

Note—62p.; Final Report

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**  
 Descriptors—\*Bachelors Degrees, Classical Languages, \*Degree Requirements, Enrollment Influences, Enrollment Rate, Enrollment Trends, \*Graduation Requirements, \*Language Enrollment, Modern Languages, National Surveys, Public Schools, \*School Surveys, Secondary Schools, State Surveys, Statistical Data, Tables (Data)

This report is based on a questionnaire survey directed in Fall 1970 to foreign language department chairmen at 1,262 United States colleges and universities that grant the B.A. degree. Information was received from 1,034 chairmen at 822 different institutions. Detailed information from 786 institutions was supplemented by data taken from the current catalogues of 420 additional institutions, for a total of 1,206 institutions, or 96.1% of the total group surveyed. The report consists of an introductory summary of results, four detailed tables, an institutional directory, and a set of supplements to the directory. Two of the tables present a breakdown of data on requirement status by region and state, with comparative figures from surveys undertaken in 1965 and 1966. (Author/RL)

**ED 066 650 AC 012 798**

Kulich, Jindra, Comp.

**World Survey of Research in Comparative Adult Education: A Directory of Institutions and Personnel, 1972.**

British Columbia Univ., Vancouver. Center for Continuing Education/Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education. Pub Date—72. Note—43p.

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, \*Comparative Analysis, \*Comparative Education, Directories, Questionnaires, \*School Surveys, Surveys

This survey was conducted in response to increased interest and activity in comparative study of adult education during last ten years. By means of mailed questionnaire, survey was carried out in two stages in March and April of 1972. In the first stage, 154 institutions and 44 individuals were contacted. In second stage, questionnaires were mailed to nine additional institutions and 33 individuals. Response to survey included 45 institutions and 75 individuals. In analysing responses and compiling directory, only those institutions/organizations reporting activities and/or research in comparative adult education or those reporting a library or documentation center were included. Those who failed to respond, or could not be reached were not included. Survey clearly documented that, on world-wide scale, comparative study of adult education still is in very rudimentary stage of development and that most activities and study are carried out at descriptive level. It also showed that comparative studies increased in the late 1960's, and are being undertaken by individuals and institutions in many places. (Author/NF)

**ED 068 760 AC 012 873**

Lawe, John

**A Retrospective International Survey of Adult Education: (Montreal 1960 to Tokyo 1972).**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Report No.—UNESCO-CONFEDAD-4. Pub Date—14 Apr 72

Note—138p.; International Conference on Adult Education, (3rd, Tokyo, 25 July - 7 August 1972)

**EDRS Price MF-50.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Comparative Education, \*International Education, \*School Surveys, \*Surveys

Chapter headings in this survey include: Necessary and life long learning concepts since 1960; State responsibility, legislation and coordination; Financing and administration of adult education; Personnel: recruitment, status and training; Individual and group needs; Institutions and pro-

grams; Methods and techniques; Research in adult education; International cooperation, exchanges and aid schemes. Appendices include: Copy of questionnaire; Breakdown of replies to questionnaire by geographic area; Breakdown of working groups formed; Breakdown of reports received. (NF)

**ED 069 599 SO 005 194**

Gibson, Robert L. And Others

**A Comparative Study of the Academic Achievements of Secondary Area Students of the United States and the British Isles.**

Indiana Univ. Foundation, Bloomington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 72

Note—226p.

**EDRS Price MF-50.83 HC-\$12.71 Plus Postage.**

Descriptors—Academic Ability, \*Academic Achievement, Comparative Analysis, \*Comparative Education, \*Cross Cultural Studies, Educational Practice, \*Educational Research, \*Secondary Education

Identifiers—\*British Isles, United States

This report compares the influences of educational practices of the British Isles and the United States on secondary pupil achievement in the basic subject matter areas at each successive grade level. The objective of the study is to test the hypotheses that: (1) significant differences will be found between students' mean achievements in the basic subject matter areas across ability levels; (2) specific periods could be identified wherein students' achievement across ability levels and grade levels for respective countries becomes statistically different; and (3) factors could be identified which influence pupil achievement. Test instruments include the California Achievement Test, Otis Ability Test, a project-developed test, and other data-gathering methods. A few of the major findings are that grade point averages are more significant predictors for student gains and levels of achievement than standardized achievement tests; high ability students consistently gain more than average or low ability students; British high ability students and U. S. average and low ability students show higher levels of achievement in reading than their respective counterparts; U. S. students register higher levels of achievement in language usage and in mathematics. Contents also include research related to this report, a broad overview of educational structure in both countries, and implications and recommendations of the research. (Several pages may be illegible.) (JSM)

**ED 073 960 SO 005 278**

Mansoor, Menahem

**Arab World. Political and Diplomatic History 1900-1967. A Chronological Study. A Descriptive Brochure.**

National Cash Register Co., Washington, D. C. Microcard Edition.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—72

Contract—OEC-0-8-000131-3544(014)

Note—40p.

Available from—NCR/Microcard Editions, 901 26th Street, N.W., Washington, D. C. 20037 (free)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Area Studies, \*Diplomatic History, History, \*Middle Eastern History, \*Middle Eastern Studies, \*Non Western Civilization, Program Descriptions

Identifiers—\*Arab States

The brochure contains descriptive introductory material on the first of seven volumes covering the Arab world. Five volumes are devoted to a chronology of events throughout the Arab world (including Arab-Israel relations) from 1900 up to

1967. The last two volumes contain a keyword index to the events. The project contributes to the Middle Eastern Studies and also serves as a model project to scholars and students concerned with research of other world areas. The first half of the brochure, arranged in five parts, includes: 1) a description of the project background, problem, purpose, scope, organization, research facilities, and progress information; 2) information on use of the computer to promote new techniques for handling, restoring, and disseminating data concerning the Arab world; 3) useful data on the Arab world; 4) abbreviations used in indices; and 5) acknowledgements. Over half of the pamphlet furnishes sample chronology and index pages. (JSM)

**ED 074 015 SO 005 808**

Zwick, Peter R.

**An Aggregate Data Archive for the Russian Area Studies Center, Louisiana State University. Final Report.**

Louisiana State Univ., Baton Rouge. Russian Area Studies Center.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Apr 73

Contract—OEC-0-70-3985(823)

Note—30p.

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Archives, \*Area Studies, \*Biographies, Communism, \*Data Bases, Governmental Structure, Political Power, \*Politics, Power Structure, Projects, Socioeconomic Background

Identifiers—National Defense Education Act Title VI, NDEA, \*Russia, USSR

This final report announces the completion of a project the purpose of which was to develop in coded machine retrievable form, a biographical data archive on the Soviet political elite, and in addition, to gather data on socio-economic and political factors in the Soviet Union and Eastern Europe. The computer processed data is intended to help researchers uncover significant patterns within the elite Soviet structure (those who have been members of the Central Committee of the Communist Party of the Soviet Union). Methods define the elite, then collect data about them. Problems encountered included the lack of specialists who are equipped to develop data sources, problems due to specialization, difficulty of collecting data because of the purging of political outcasts from official sources, and the unavailability of data on minor political figures. Project background information includes major sources for the bibliographical data. Appendices include 125 variables contained in a code book for Soviet political elite; a resume of instructions for users; and an information bulletin. The data file itself, held at the Russian Area Studies Center of Louisiana State University, is to be continuously updated. (JSM)

**ED 074 865 FL 004 138**

Mitchell, Rowland L. Jr.

**A Study of Language and Area Programs. Final Report.**

Social Science Research Council, New York, N.Y. Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Dec 72

Contract—OEC-0-8-000129-3542-014

Note—7p.

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Area Studies, Colleges, Course Descriptions, \*Language and Area Centers, \*Language Instruction, Modern Languages, \*National Surveys, \*Universities

This report describes the nature and scope of a national survey of language and area programs in the United States of America in 1968-69. An analysis of the various programs or a typology of programs was developed by taking each of the

size and location of the program, a general qualitative ranking reflected in the annual comparison for funds and fellowships, and measures of effectiveness in terms of written product, output of students in various disciplines, at various levels, and with various degrees of language competence. Language or area courses were also treated separately from their institutional setting. Grouped by discipline, they were combined into a national sample to give a cross-sectional look at the nature of language and the area instruction available for various kinds of specialization. The area studies in the report are classified into seven categories: (1) Africa south of the Sahara, (2) East Asia, (3) Eastern Europe, (4) Latin America, (5) Near and Middle East, (6) South Asia, and (7) Southeast Asia. The report discusses the plan of the study and the collection of the data, the analysis of the data and distribution of the study, and future plans. The data on which the study is based are stored on magnetic tape at the University of Pennsylvania and at the Institute of International Studies at the Office of Education. (RL)

**ED 081 260** FL 004 318

*Paquette, F. Andre. Tollinger, Suzanne*  
**A Handbook on Placement in Foreign Languages in Colleges and Universities, Part Three, Final Report.**

Modern Language Association of America, New York, N.Y.  
 Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.  
 Pub Date—Jun 68  
 Contract—OEC-1-6-062619-1876  
 Note—107p.

**EDRS Price MF-50.83 HC-\$6.01 Plus Postage.**  
 Descriptors—\*Articulation (Program), \*College Curriculum, Curriculum Planning, Instructional Improvement, \*Language Instruction, \*Modern Languages, \*Program Development, Second Language Learning, Student Attitudes, Student Placement

This handbook is the culmination of an examination of problems encountered in the articulation of foreign language programs from secondary schools to college. The report contains the results of discussions with the chairmen of language departments at the college level and the examining committee, the findings obtained from on-campus interviews, and written responses to direct solicitation for advice. Sections include: (1) introduction: project background and rationale; (2) description of project activities; (3) fifteen case studies: some common assumptions; (4) publications and position papers: a summary of observations and recommendations; (5) a new approach to college language placement; and (6) several appendices relating to this project. Included among these papers are several selected publications, position papers, and "The Foreign Language Program in Washoe County and the University of Nevada," by C.W.F. Melz. (RL)

**ED 081 262** FL 004 357

*Seebold, C. Edward*  
**Foreign Language Offerings and Enrollments in Public Secondary Schools, Fall 1970. Final Report.**

Modern Language Association of America, New York, N.Y.  
 Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.  
 Pub Date—Jun 73  
 Contract—OEC-0-71-2404-823  
 Note—183p.

**EDRS Price MF-50.83 HC-\$10.03 Plus Postage.**  
 Descriptors—Classical Languages, French, German, Greek, Italian, \*Language Enrollment, Language Instruction, Latin, \*National Surveys,

Data Statistical Surveys, Tables (Data). This report is based on a questionnaire survey sent in Spring 1971 to all state foreign language supervisors. In those cases where state totals were not available, questionnaires were sent directly to the school districts. An analysis of the compiled figures showed that in Fall 1970, the public secondary schools in the 7-12 range reported a foreign language enrollment of over 4.57 million, comprising 24.8 percent of the total enrollment. The report consists of an introductory summary of results, summary tables, and individual tables by language which present a breakdown of enrollment data by region and state, with comparative data from 1965 and 1968. (Author/DD)

**ED 084 503** CS 000 834

*Thornlike, Robert L.*  
**Reading Comprehension Education in Fifteen Countries: An Empirical Study. International Studies in Evaluation, III.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—73  
 Contract—OEG-0-9-420540-4503  
 Note—179p.; Published by Halsted Press; See related documents ED 034 290 and ED 034 300  
 Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 15450, \$7.50 non-member, \$7.00 member)

**Document Not Available from EDRS.**  
 Descriptors—Academic Achievement, \*Comparative Analysis, \*Comparative Education, \*Evaluation, Reading Achievement, \*Reading Comprehension, Reading Instruction, \*Reading Research, Secondary Education  
 Identifiers—IEA, \*International Evaluation Educational Achievement

This study on reading comprehension was part of a total program in which testing was also conducted in science, literature, civics education, and English and French as foreign languages at three levels—ten year olds, fourteen year olds, and those in the final year of secondary education—in fifteen countries. Two chapters describe the instruments that were developed for the project, the selection of samples to be tested, and the conduct of the testing. The remaining eight chapters discuss the results of the survey. The main findings include: (1) the reading level in the developing countries is far below that in the developed countries; (2) in the developed countries, both the reading achievement of the individual students and the average reading achievement in a school can be predicted from home and family background information; and (3) very little evidence of the impact of the school or specific school factors on the progress of students in reading is found either within a country or among countries. To summarize, good home and environmental backgrounds provide strong differentiation between countries and, within countries, between students. (TQ)

**ED 085 709** CS 200 833

*Purves, Alan C.*  
**Literature Education in Ten Countries: An Empirical Study. International Studies in Evaluation II.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—73  
 Contract—OEG-0-9-420540-4503  
 Note—428p.; Published by Halsted Press. For related documents see ED 034 290 and ED 034

(Stock No. 15452, \$9.95 non-member, \$9.50 member)

**Document Not Available from EDRS.**

Descriptors—Cognitive Ability, \*Comparative Education, \*Cross Cultural Studies, Cultural Factors, English Curriculum, English Instruction, \*Environmental Influences, Family Environment, \*Literature, Reading Ability, Reading Comprehension, Research, School Environment, \*Student Reaction  
 Identifiers—IEA, \*Literature Education

It is the purpose of this volume to present some of the highlights of the literature survey inaugurated by the International Association for the Evaluation of Educational Achievement which was undertaken in nine countries: Belgium, Chile, England, Finland, Iran, Italy, New Zealand, Sweden, and the United States. Information was sought concerning the curriculum in literature for two age levels—age 14, the highest age at which all students in each of the participating nations were still in school, and age 18, the pre-university year. The major hypotheses of the study dealt with the relationships among the stated aims of literature instruction and the relationship of those aims to the place of literature in the nation's culture, the outcomes of literature instruction in terms of cognitive achievement, interests, and attitudes, and the patterns of expressed responses by individuals to the works they read. Findings showed that the ability to comprehend and interpret literary texts was a subset of reading ability and was less the result of any particular curricular effort of the school than it was the result of a favorable home and school environment. (HOD)

**ED 097 809** FL 006 568

*Okreglak, Ludmila. Comp. Taylor, Marcia E. Comp.*

**Periodicals in the Field of Applied Linguistics. An International Survey.**

Center for Applied Linguistics, Arlington, Va.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—74  
 Contract—OEC-0-72-1530  
 Note—97p.  
 Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (\$4.50)

**Document Not Available from EDRS.**

Descriptors—\*Applied Linguistics, Audiovisual Aids, Bibliographies, Computational Linguistics, \*Indexes (Locators), Information Science, \*Language Instruction, Linguistic Theory, \*Periodicals, Phonetics, \*Reference Materials, Second Language Learning, Sociolinguistics, Translation  
 Identifiers—NDEA Title VI

This volume lists and classifies journal literature in the field of applied linguistics. More than 200 periodicals are cited. Although emphasis is placed on publications dealing with language teaching, journals concerned with other aspects of applied linguistics are also included. The entries are arranged in alphabetical order, with foreign periodicals appearing first, followed by a much shorter listing of U.S. publications. Each journal is described briefly and is classified by means of a language index, a subject index, and a country index. The book is intended for use in conjunction with two previously published works: "Ulrich's International Periodicals Directory: Fifteenth Edition, 1973-1974" (Bowker, 1974) and "Linguistique: Liste mondiale de periodiques specialises/Linguistics: World List of Specialized Periodicals," edited by J. Viet (Mouton, 1971). Two indexes listing journals in theoretical linguistics conclude the volume. (Author/PMP)

## ED 098 090

SO 007 854

Blank, Stephen

## Western European Studies in the United States. Final Report.

Pittsburgh Univ., Pa. Council for European Studies. Spons. Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Sep 74

Contract—OEC-0-72-1255

Note—274p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.** Descriptors—Anthropology, \*Area Studies, Comparative Analysis, Economics, \*Educational Research, European History, \*Foreign Countries, Geography, \*Higher Education, National Surveys, Political Science, \*Social Sciences, Sociology

Identifiers—\*Western Europe

The task of this survey was to measure the relative scale of interest in Western European Studies in the United States. Doctoral dissertations and mainstream academic journals in political science, economics, anthropology, geography, sociology, and history were examined for topics dealing with Western Europe. In addition, programs and organizations on both campus and national levels which deal with Western Europe and Western European language training for nonlanguage specialists were analyzed. The assumption that the number of scholars in the United States whose interests and research deal primarily with Western Europe is considerably greater than those whose work focuses on other areas of the world proved to be wrong. Only in history did Western Europe continue to occupy a place of primary importance. This relative lack of interest represents efforts on the part of the educational system to heighten the international character of higher education. Suggestions and recommendations for increasing programs and research on Western Europe are provided. (Author/DE)

## ED 102 169

TM 004 138

## IEA Six-Subject Survey Instruments: Science Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons. Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—230p.; For related documents, see TM 004 138-163 and ED 034 290 and 300.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.** Descriptors—\*Academic Achievement, Achievement Tests, Biology, Chemistry, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, Physics, \*Science Tests, Secondary Education, Specialists

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are 22 Science tests measuring achievement in the following areas and for the following student popu-

lations: General Science (population I, II, IV); Advanced Science (population IV); Specialist Biology, Chemistry and Physics (population IVS); Practical Science (population II); Practical Science, Biology, Chemistry, and Physics (population IV); and Understanding the Nature of Science (populations II, IV). Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; population IV, students enrolled in the final year of pre-university training; and population IVS, those students in population IV specializing in Science. Answer keys and statistical data can be found in ED 081 639. (RC)

## ED 102 170

TM 004 139

## IEA Six-Subject Survey Instruments: Science Student Questionnaires.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons. Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—36p.; For related documents, see TM 004 138-163 and ED 034 290 and 300.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.** Descriptors—\*Academic Achievement, Background, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, \*Questionnaires, \*Sciences, Secondary Education, Student Attitudes

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three Science Questionnaires surveying the following information for the following student populations: Science Questionnaire measuring background in Science (populations II and IV); and Two Science Attitude and Descriptive Scales measuring the part Science plays in the students' lives (populations I, II, IV). Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. Answer keys and statistical data can be found in ED 081 639. (RC)

## ED 102 171

TM 004 140

## IEA Six-Subject Survey Instruments: Science Teacher Questionnaires.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons. Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—17p.; For related documents, see TM 004 138-163 and ED 034 290 and 300.

## EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Achievement, Background, \*Comparative Education, \*Cross Cultural Studies, \*Questionnaires, \*Science Teachers, Teacher Attitudes

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two questionnaires for Science teachers measuring teacher background, attitudes, and how they regard the job of Science teaching. Answer keys and statistical data can be found in ED 081 639. (RC)

## ED 102 172

TM 004 141

## IEA Six-Subject Survey Instruments: Reading Comprehension Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons. Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—72p.; For related documents, see TM 004 138-163 and ED 034 290 and 300.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.** Descriptors—\*Academic Achievement, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, \*Reading Comprehension, Reading Rate, Secondary Education, \*Tests

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are six tests measuring Reading Comprehension (populations I, II, IV); and one test measuring reading speed (populations I, II). Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. Some answer keys and statistical data can be found in ED 084 503. (RC)

## ED 102 173

TM 004 142

## IEA Six-Subject Survey Instruments: Student Reading Comprehension Questionnaire.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons. Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—11p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Academic Achievement, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, Grade 12, High School Students, Junior High Schools, Junior High School Students, \*Questionnaires, \*Reading Comprehension, Secondary Education

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here is a Reading Comprehension Questionnaire (populations II, IV) which surveyed such information as class size, time spent on homework, book and magazine preferences, etc. Population II consists of students aged 14 to 15 years; population IV, students enrolled in the final year of pre-university training. Answer keys and statistical data can be found in ED 084 503. (RC)

**ED 102 174** TM 004 143

**IEA Six-Subject Survey Instruments: Teacher Questionnaire: Mother Tongue (Reading Comprehension and Literature).**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—21p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Academic Achievement, \*Comparative Education, \*Cross Cultural Studies, Literature, \*Questionnaires, Reading, Reading Comprehension, \*Teachers

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here is a questionnaire for teachers of Reading Comprehension and Literature which surveyed such information as amount of training, duties, teaching methods, classroom time allocations, instructional goals, etc. Answer keys and statistical data can be found in ED 084 503. (RC)

**ED 102 175** TM 004 144

**IEA Six-Subject Survey Instruments: Literature Tests.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York,

N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—56p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-00.83 HC-\$3.50 Plus Postage.**  
Descriptors—\*Academic Achievement, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, Grade 12, High School Students, Junior High Schools, Junior High School Students, \*Literature, Secondary Education, \*Tests

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are five tests of the following literary works: "The Use of Force," "I See You Never," "The Man by the Fountain," "The Sea," and "The End of Something" for populations II, IV. Population II consists of students aged 14 to 15 years; population IV, students enrolled in the final year of pre-university training. Answer keys and statistical information can be found in ED 085 709. (RC)

**ED 102 176** TM 004 145

**IEA Six-Subject Survey Instruments: Literature Student Questionnaires.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—23p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Academic Achievement, Attitude Tests, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, Grade 12, High School Students, Junior High Schools, Junior High School Students, \*Literature, \*Questionnaires, Secondary Education

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are a student literature questionnaire and a literature attitude scale for student populations II, IV. These two measures survey information about the student and his study of Literature including background, study time and habits; and what part books, films, etc. play in the lives of these students. Population I consists of students aged 14 to 15 years; population IV, those students enrolled in the final year of pre-university training. Answer keys and statistical

data can be found in ED 085 709. (RC)

**ED 102 177** TM 004 146  
**IEA Six-Subject Survey Instruments: Word Knowledge Tests.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—17p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Academic Achievement, College Bound Students, \*Comparative Education,

\*Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, Secondary Education, \*Tests, \*Vocabulary

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three tests measuring word knowledge for student populations I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, those students enrolled in the final year of pre-university training. Some statistical information can be found in ED 084 503. (RC)

**ED 102 178** TM 004 147  
**IEA Six-Subject Survey Instruments: General Student Questionnaires.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—56p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-00.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Academic Achievement, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, \*Questionnaires, Secondary Education, Student Attitudes, \*Students  
Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two instruments collecting general background information on students and two attitude and de-

scriptive scales which survey what students think about themselves and their schools for populations I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, those students enrolled in the final year of pre-university training. Information concerning these questionnaires can be found in ED 084 503. (RC)

**ED 102 179 TM 004 148**  
**IEA Six-Subject Survey Instruments: General Teacher Questionnaire.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—16p. For related documents, see TM 004 138-163 and ED 034 290 and 300.

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.** Descriptors—\*Academic Achievement, Background, \*Comparative Education, \*Cross Cultural Studies, \*Questionnaires, \*Teachers. Identifiers—\*International Evaluation Educational Achievement.

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed general information concerning teachers involved in the study. Information concerning this questionnaire can be found in ED 084 503. (RC)

**ED 102 180 TM 004 149**  
**IEA Six-Subject Survey Instruments: School Questionnaire.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—22p. For related documents, see TM 004 138-163 and ED 034 290 and 300.

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.** Descriptors—\*Academic Achievement, \*Comparative Education, \*Cross Cultural Studies, \*Questionnaires, \*Schools. Identifiers—\*International Evaluation Educational Achievement.

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire, completed by school coordinators, surveyed information concerning the schools involved in the study. Information concerning this questionnaire

can be found in ED 084 503. (RC)

**ED 102 181 TM 004 150**  
**IEA Six-Subject Survey Instruments: English as a Foreign Language Tests.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—123p. For related documents, see TM 004 138-163 and ED 034 290 and 300.

**EDRS Price MF-00.83 HC-\$6.01 Plus Postage.** Descriptors—\*Academic Achievement, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, \*English (Second Language), Grade 12, High School Students, Junior High Schools, Junior High School Students, Language Fluency, Listening Comprehension, Listening Tests, Oral Reading, Reading Comprehension, Reading Tests, Secondary Education, Speaking, \*Tests, Writing.

Identifiers—\*International Evaluation Educational Achievement.

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are nine tests of English as a Foreign Language measuring listening comprehension, reading comprehension, writing, speaking (Structural Control), speaking (oral reading), and speaking (fluency) for student populations II, IV. Population II consists of students aged 14 to 15 years; population IV, students enrolled in the final year of pre-university training. (RC)

**ED 102 182 TM 004 151**  
**IEA Six-Subject Survey Instruments: English Student Questionnaires.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—24p. For related documents, see TM 004 138-163 and ED 034 290 and 300.

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.** Descriptors—\*Academic Achievement, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, \*English (Second Language), Grade 12, High School Students, Junior High Schools, Junior High School Students, \*Questionnaires, Secondary Education, Student Attitudes.

Identifiers—\*International Evaluation Educational Achievement.

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international

tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two questionnaires which survey information regarding the student and his study of English and the students' outside interests and activities for students in populations II, IV. Population II consists of students aged 14 to 15 years; population IV, those students enrolled in the final year of pre-university training. (RC)

**ED 102 183 TM 004 152**  
**IEA Six-Subject Survey Instruments: English Teacher Questionnaire.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—18p. For related documents, see TM 004 138-163 and ED 034 290 and 300.

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.** Descriptors—\*Academic Achievement, Background, \*Comparative Education, \*Cross Cultural Studies, English (Second Language), \*Language Teachers, \*Questionnaires. Identifiers—\*International Evaluation Educational Achievement.

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed information concerning teachers of English as a Foreign Language. (RC)

**ED 102 184 TM 004 153**  
**IEA Six-Subject Survey Instruments: French as a Foreign Language Tests.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—155p. For related documents, see TM 004 138-163 and ED 034 290 and 300.

**EDRS Price MF-00.83 HC-\$8.69 Plus Postage.** Descriptors—\*Academic Achievement, College Bound Students, \*Comparative Education, Composition (Literary), \*Cross Cultural Studies, Elementary Education, Elementary School Students, \*French, Grade 12, High School Students, Junior High Schools, Junior High School Students, Language Fluency, Listening Tests, Oral Reading, Pronunciation, Reading Tests, Secondary Education, Speaking, Specialists, \*Tests, Writing. Identifiers—\*International Evaluation Educational Achievement.

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The

overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are 18 tests of French as a Foreign Language measuring the following areas for the following student populations: listening (population I, II, IV, IVS); reading (populations I, II, IV, IVS); writing (sentence completion) (populations II, IV); writing (composition) (populations II, IV); speaking (pronunciation) (populations I, II, IV); speaking (structural control) (populations I, II, IV); speaking (oral reading) (populations II, IV); and speaking (fluency) (populations I, II, IV). Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; population IV, students enrolled in the final year of pre-university training; and population IVS, those in population IV specializing in French. (RC)

**ED 102 185 TM 004 154**  
**IEA Six-Subject Survey Instruments: French Student Questionnaires.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—27p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

Descriptors—\*Academic Achievement, Background, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, \*French, Grade 12, High School Students, Junior High Schools, Junior High School Students, \*Questionnaires, Secondary Education, Student Attitudes  
 Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two questionnaires for students of French as a Foreign Language in populations II, IV surveying what part French plays in the students' lives and assessing the interest and outside activities of these students. Population II consists of students aged 14 to 15 years; population IV, those students enrolled in the final year of pre-university training. (RC)

**ED 102 186 TM 004 155**  
**IEA Six-Subject Survey Instruments: French Teacher Questionnaire.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—19p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**  
 Descriptors—\*Academic Achievement, Background, \*Comparative Education, \*Cross Cultural Studies, French, \*Language Teachers, \*Questionnaires  
 Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed general information concerning teachers of French as a Foreign Language. (RC)

**ED 102 187 TM 004 156**  
**IEA Six-Subject Survey Instruments: Civic Education Tests.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—55p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**

Descriptors—\*Academic Achievement, \*Civics, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, Secondary Education, \*Tests

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three Civics cognitive tests for population I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. (RC)

**ED 102 188 TM 004 157**  
**IEA Six-Subject Survey Instruments: Civic Education Student Questionnaires.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—66p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**  
 Descriptors—\*Academic Achievement, Affective Tests, Background, \*Civics, College Bound Students, \*Comparative Education, \*Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, \*Questionnaires, Secondary Education, Student Attitudes

Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are an affective questionnaire, a background questionnaire, and a questionnaire designed to determine the students' conception of how society works for students of Civics at populations I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. (RC)

**ED 102 189 TM 004 158**  
**IEA Six-Subject Survey Instruments: Civic Education Teacher Questionnaire.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—15p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**

Descriptors—\*Academic Achievement, Background, Civics, \*Comparative Education, \*Cross Cultural Studies, \*Questionnaires, \*Teachers  
 Identifiers—\*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed information regarding teachers of Civic Education. (RC)

**ED 102 190 TM 004 159**  
**IEA Six-Subject Survey Instruments: Student Questionnaires.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—60p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

Descriptors—"Academic Achievement, Background, College Bound Students, \*Comparative Education," \*Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, \*Questionnaires, Secondary Education, Student Attitudes, \*Students

Identifiers—"International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two student questionnaires for populations I, II, IV surveying general information; and two attitude and descriptive scales for populations I, II, IV surveying what students think about themselves and the schools they attend. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. (RC)

**ED 102 191** TM 004 160  
**IEA Six-Subject Survey Instruments: Teacher General Questionnaire.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note.—15p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.** Descriptors—"Academic Achievement, Background, \*Comparative Education, \*Cross Cultural Studies, \*Questionnaires, \*Teachers

Identifiers—"International Evaluation Educational Achievement  
In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed general information concerning teachers involved in the study. (RC)

**ED 102 192** TM 004 161  
**IEA Six-Subject Survey Instruments: School Questionnaire.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note.—27p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.** Descriptors—"Academic Achievement, \*Compara-

tional Achievement, \*Schools  
Identifiers—"International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire, completed by school coordinators, surveyed information concerning the schools involved in the study. (RC)

**ED 102 193** TM 004 162  
**IEA Six-Subject Survey Instruments: Stage 2 Manuals. [Science, Reading Comprehension, and Literature].**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note.—125p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.** Descriptors—"Academic Achievement, \*Comparative Education, \*Cross Cultural Studies, \*Manuals, \*Testing  
Identifiers—"International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three manuals setting out the basic procedures to be followed by national centers, school coordinators, and test administrators in administering all phases of the Science, Reading Comprehension, and Literature testing. Information concerning these tests can be found in ED 081 639 (Science), ED 084 503 (Reading Comprehension), and ED 085 709 (Literature). (RC)

**ED 102 194** TM 004 163  
**IEA Six-Subject Survey Instruments: Stage 3 Manuals. [English as a Foreign Language, French as a Foreign Language, and Civic Education].**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden). Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note.—270p.; For related documents, see TM 004 138-162 and ED 034 290 and 300

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.** Descriptors—"Academic Achievement, \*Compara-

als, \*Testing  
Identifiers—"International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three manuals setting out the basic procedures to be followed by national centers, school coordinators, and test administrators in administering all phases of the English as a Foreign Language, French as a Foreign Language, and Civic Education testing. (RC)

**ED 103 626** CE 003 223  
*Honig, Lucille J. Brod. Richard I.*  
**Foreign Languages and Careers.**

Modern Language Association of America, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date.—[73]  
Contract.—OEC-0-72-2489

Note.—31p.  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—"Employment Opportunities, Interpreters, Job Market, Job Skills, \*Language Ability, Language Fluency, Language Proficiency, Language Role, \*Language Skills, Occupations, \*Second Language Learning, Translation

The purpose of the report is to explain why so many different types of people in so many different parts of the country need languages in their work, and why students planning their education in preparation for certain kinds of careers should be aware of these needs. The focus is mainly on language as an auxiliary skill, on the careers in which languages are most likely to be needed and on the ways in which foreign language skills can help in individual jobs. Language as an auxiliary skill is considered in relation to: business, industry, and commerce; civil service; education; law; library science; media; science; service occupations; social sciences; and travel and tourism. Language as a primary skill is also described in the context of careers for language specialists in foreign language teaching and in interpreting and translating. A summary outlines the growing involvement of the U.S. in international business and the increasing importance of foreign languages in nearly every kind of occupation and their implications for students. A brief bibliography of publications relating to careers using languages and a list of useful addresses are appended. (Author/NH)

**ED 104 725** SE 019 039

*Chalupsky, Albert B. And Others*  
**Going Metric: An Analysis of Experiences in Five Nations and Their Implications for U.S. Educational Planning. Final Report.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-41800-2/74-FR  
Pub Date.—74

Note.—140p.; For a related document, see SE 019 040



**EDRS Price MF-50.83 HC-\$7.35 Plus Postage.**  
 Descriptors—Curriculum, Educational Experience,  
 \*Educational Planning, \*Instruction, International  
 Programs, \*Mathematics Education, Measure-  
 ment, \*Metric System, Research, \*Surveys,  
 Teacher Education

This study was undertaken in order to gather information concerning conversion to the metric system by other countries which might be useful in planning for conversion by the United States. Representatives of organizations in five countries (United Kingdom, Australia, South Africa, New Zealand, and Canada) which had recently converted to the metric system were surveyed. The survey instrument was designed to cover 15 key areas related to influences for and resistance to conversion, scheduling, teaching strategies, development of materials and programs, and suggestions for the United States. Concurrently with the survey the investigators developed an overseas data collection network and a complex information storage system, and conducted an intensive literature review. Findings are related to: (1) the identification of groups exerting influence for metrication; (2) strategies, materials and special problems of metric instruction; (3) teacher training; and (4) changes respondents would make in their country's approaches. Nine implications and recommendations are posed by the investigators. This report includes discussions of the programs in each of the five countries and an extensive bibliography. (SID)

**ED 116 507** FL 007 404

*Arnett, M. Rex.*  
**Languages for the World of Work: Implications of a Recent Study.**

Spons Agency Office of Education (DHEW), Washington, D.C.

Pub Date: 29 Nov 75

Note—40p; Paper presented at the Meeting of the American Council on the Teaching of Foreign Languages (Washington, D.C., November 27-29, 1975)

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—Business Education, \*Career Education, \*College Language Programs, \*Curriculum Development, Employment Opportunities, Higher Education, \*Interdisciplinary Approach, Job Skills, \*Language Instruction, Modern Language Curriculum, Modern Languages, Second Language Learning

This paper concerns languages for career training at the post-secondary level, with implications for FLES and secondary programs. The student desirous of utilizing a foreign language in a career other than literature and linguistics has very limited opportunity for adequate training in college. The job market for literature majors is, and will remain, depressed. A study by Olympus Research Corporation indicates promising job possibilities in government and industry. Needs analysis indicates that priority languages for business and industry are: (1) Spanish, (2) French, (3) German, (4) Portuguese, and (5) Italian. Cross-training is in demand for: (1) business administration/management, (2) marketing/sales, (3) engineering, (4) secretarial and (5) finance. Various government positions also require language skills. Colleges must break with tradition to accept languages for non-humanities applications. Language Departments must team with other academic specialties to provide relevant programs, with priority assigned according to job demand and local resources. Non-academic resources in government, business and industry should be utilized in implementing such cooperative cross-training in language and other disciplines. (Author/CLK)

**ED 119 501**

*Arnett, M. Rex.*  
**Languages for the World of Work. Executive Summary.**

Olympus Research Corp., Salt Lake City, Utah.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.; Wyoming State Dept. of Education, Cheyenne.

Pub Date—Dec 75

Note—26p; For related document, see ED 116 507

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—Career Opportunities, Curriculum Design, \*Educational Needs, \*Employment Opportunities, Government Employees, International Relations, \*Job Skills, \*Language Instruction, \*Language Skills, Material Development, Models, Modern Languages, Multilingualism, Second Language Learning, Surveys, Vocational Education

This paper summarizes a survey conducted to determine the need for dual-trained personnel in foreign languages and technical/professional skills. The project also produced a large annotated bibliography and a model curriculum for integrating language and occupational training. The survey included an analysis of government agencies to determine the number of positions in which foreign language skills are needed. It was concluded that language requirements at the federal level include the diplomatic agencies and various other agencies. Approximately 25,000 federal employees need foreign language skills. A survey of over 6,000 business firms was conducted, and respondents identified 60,000 language-related jobs. The government is more cognizant than business/industry of the benefits of having personnel with foreign language skills. Language training and rating methods are more efficient in government. Some companies benefit from a policy that rejects English as the "Lingua franca" and supports multilingualism among its employees. Consultants, theorists and many practitioners believe this would be a highly beneficial policy for all multinational companies, but they also recognize that most American firms do not take advantage of hiring language-skilled and culturally sensitive personnel. Methods of industrial and business training for these purposes are by and large inadequate. (Author/CLK)

**ED 128 291**

SO 009 451

*Zadeh, Farhat J. Allen, Calvin H.*

**The Evolution of the Treatment of Egypt in American Primary and Secondary School Literature. Final Report.**

Middle East Studies Association of North America, New York, N.Y.

Spons Agency Office of Education (DHEW), Washington, D.C.

Pub Date: 30 Jun 76

Contract: 300-75-0274

Note—131p

**EDRS Price MF-50.83 HC-\$7.35 Plus Postage.**

Descriptors—Annotated Bibliographies, Area Studies, Cultural Education, Curriculum Development, Educational Needs, Elementary Secondary Education, Films, \*Middle Eastern Studies, National Surveys, Negative Attitudes, Primary Education, Resource Guides, \*Social Studies, Stereotypes, \*Textbook Bias, Textbook Content, \*Textbook Evaluation

Identifiers—\*Egypt

In this study of the treatment of Egypt in elementary and secondary school literature, the content of 199 textbooks and 180 supplementary works is analyzed and evaluated and recommendations for specific corrections and additions are presented. The purpose is to alert the authors of educational materials and teachers about the imperfections in literature on Egypt currently available in the United States. Specific comments are made about educational literature concerning geography; history and politics; art, architecture, language, and literature;

society; and religion. A general conclusion is that the practice of presenting information which has omitted certain facts on Egypt results in the creation of negative images. Egypt is generally depicted as passive and unchanging, as shown in discussions of ancient Egypt and the modern fellah (farmer). It is depicted as being aggressive, as shown by Nasser's purported attempts to dominate the Arab world, his attacks on Israel, and his relations with the West. It is recommended that foreign area study programs be funded, textbook publishers confer with area specialists, and authors and teachers become better informed. To encourage this, annotated booklists and lists of films are provided which give a background on Egyptian history and culture. Almost 300 books with a note on educational level, and over 200 films with a note on length are listed. Most materials were developed or published in the 1960s and 70s. (AV)

**ED 130 464**

*Gershman, Janis*

**The 1975 Every Student Survey: The Background of Students in Special Education and New Canadian Programs. Research Report No. 141.**  
 Toronto Board of Education (Ontario).

Pub Date—Sep 76

Note—36p.

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—Family Background, Foreign Countries, \*Handicapped Children, Native Speakers, \*School Demography, Second Languages, Sex Differences, Socioeconomic Status, \*Special Education, \*Surveys

Identifiers—Every Student Survey, \*Ontario (Toronto)

Presented is the final report based on the 1975 Every Student Survey describing the demographic characteristics of about 13,000 students in the Toronto school system who were enrolled in the New Canadian and each of the 15 Special Education programs. The report describes the socio-economic background, mother tongue, country of birth, and family situation of the students. Also reported are the number of males and females in each program, the amount of time that students actually spend receiving special services, and relationships among the different background variables. Outlined are findings such as the following: generally, in special programs, males are over-represented; students from the lower socio-economic groups are over-represented; there are few immigrants; students are mainly English-speaking; and many of them come from one or no parent families. Results are presented in tabular form, and letters to the special education teachers and the survey form are appended. (Author/IM)

**ED 130 581**

HE 008 350

*Needler, Martin C. Walker, Thomas W.*  
**The Current Status of Latin American Studies Programs.**

Latin American Studies Association, Inc., Gainesville, Fla.

Pub Date: [71]

Note: 26p.

Available from: CLASP/LASP Secretariat, Box 13362, University Station, Gainesville, Florida 32604 (\$1.00)

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Area Studies, \*Cross Cultural Studies, Degrees (Titles), \*Directories, \*Higher Education, \*Intercultural Programs, \*Latin American Countries, Program Content, Program Development, \*Surveys, Tables (Data)

Reported is a study to provide guidelines to member institutions of the consortium as to the composition of viable Latin American studies programs at different levels of institutional size and aspiration. Surveyed are 212 institutions that were members of the Consortium of Latin American Studies Programs. Surveyed are: (1) characteristics of the insti-

tutions; (2) levels of degree specialization; (3) differences in course offerings, financial capacity, and commitment; (4) regional differences; (5) variations in course offerings by discipline; (6) frequency of offering of individual courses; (7) prescriptive implications; and (8) changes over time. The appendix lists colleges and universities included in the survey with level of specialization in Latin American studies. (Author/KE)

### ED 130 614

IR 004 145

Balson, M. And Others

#### **Impact and Adequacy: A Report on an Evaluation of Government Post-Primary School Libraries in Victoria.**

Monash Univ., Clayton, Victoria (Australia).  
Spons Agency—Victoria Education Dept. (Australia).

Pub Date—Jun 76

Note—60p.; School Libraries Research Project; For a related document see IR 004 146

#### **EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Case Studies, Financial Support, Library Collections, \*Library Facilities, \*Library Programs, \*Library Surveys, Library Technical Processes, \*School Libraries, Secondary Education, Secondary School Teachers

Identifiers—Australia (Victoria)

An assessment of the impact and adequacy of new secondary school library programs was undertaken to formulate policies and plans for the next stages of the Victoria (Australia) Commonwealth libraries program, a secondary school library development effort in effect from 1969. The impact on attitude and resource usage was evaluated by comparing responses to an October 1975 questionnaire sent to 386 schools in the state with the Victoria data from a 1971 national survey of secondary school libraries. The adequacy of current libraries was investigated through school visits, data from the 1974 "Census Returns" of the Library Branch of the State Education Department, questionnaires sent to teachers in schools with Commonwealth libraries, two extended case studies, plus interviews with government officials. Results indicated that when funding approximated \$8.00 per pupil, it was perceived as adequate for needs. When library space was correlated with perceived adequacy, the greatest cost-benefit was shown at six square feet per student. One teacher-library per 250-400 students proved adequate. Teachers were satisfied with the new libraries, and they reported that central support services proved helpful. Needs reported included funds to train teachers and to hire support staff. (KB)

### ED 130 615

IR 004 146

Balson, M. And Others

#### **Appendices: Impact and Adequacy: A Report on an Evaluation of Government Post-Primary School Libraries in Victoria.**

Monash Univ., Clayton, Victoria (Australia).  
Spons Agency—Victoria Education Dept. (Australia).

Pub Date—Jun 76

Note—58p.; School Libraries Research Project; For a related document see IR 004 145; Not available in hard copy due to marginal legibility of original document

#### **EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Financial Support, High Schools, Library Facilities, \*Library Programs, Library Standards, \*Library Surveys, \*Questionnaires, \*School Libraries, Secondary Education, Statistical Data

Identifiers—Australia (Victoria)

The appendices to the evaluation of Victoria, Australia's secondary school libraries include lists of the 33 schools visited to gather information and of the

dates of their openings and maps showing their locations. Copies of survey instruments used to gather data on resources, services, staffing, usage, and programs include a 1971 national secondary school library questionnaire and the 1975 Victoria secondary school library questionnaire. The teacher attitude survey instrument solicits usage and opinion information. The library census form used by the State Education Department to collect budget and holdings statistics is accompanied by tables of Australian school library standards for space, staffing, and book holdings. (KB)

### ED 130 945

SO 009 523

Cassidy, Philippe

#### **Canadian Content Survey: Elementary Panel. Research Report.**

North York Board of Education, Willowdale (Ontario).

Pub Date—Jun 74

Note—44p.; For related documents, see SO 009 524 and 525

#### **EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Comparative Analysis, \*Curriculum, \*Data Analysis, \*Educational Resources, Elementary Education, Field Trips, Films, Filmstrips, Instructional Program Divisions, Learning Activities, Questionnaires, Resource Materials, \*School Surveys, Supplementary Reading Materials, Teacher Developed Materials, Textbooks

Identifiers—\*Canada

Survey results summarize elementary-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 205 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by four levels: elementary-kindergarten and junior kindergarten; elementary-primary; elementary-junior; and elementary-combination. Responses show that three-quarters of the textbooks used are Canadian in origin (author or publisher). However, over half of the reference books, films, and filmstrips are non-Canadian. Other materials such as magazines, learning kits, and simulation games are predominantly non-Canadian. Over half the unpublished material used is teacher-produced. High use of outside resource personnel indicates the value of such experiences as perceived by the teachers; however, only 13 percent provided an increase in Canadian awareness. Two-thirds of the field-trip activities related to learning about Canada. (AV)

### ED 130 946

SO 009 524

Cassidy, Philippe

#### **Canadian Content Survey: Junior High Panel. Research Report.**

North York Board of Education, Willowdale (Ontario).

Pub Date—Jun 74

Note—66p.; For related documents, see SO 009 523 and 525

#### **EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Comparative Analysis, \*Curriculum, \*Data Analysis, \*Educational Resources, Elementary Secondary Education, Field Trips, Films, Filmstrips, Junior High Schools, Learning Activities, Questionnaires, Resource Materials, \*School Surveys, Supplementary Reading Materials, Teacher Developed Materials, Textbooks

Identifiers—\*Canada

Survey results summarize junior-high school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 187 teachers inquired about use of textbooks and unpublished material, resource people, and field trips.

the following areas: English, mathematics, science, modern languages, music, commerce, home economics/shop, fine arts, physical education, geography, history, and resource librarians. Responses show that almost three-quarters of all textbooks used are Canadian and that about half the nontexts and reference books used are Canadian. Almost two-thirds of the films used are Canadian. In science and music, all filmstrips used are non-Canadian. Although half of the respondents indicate they do not use unpublished material to a significant degree, over half of those who do, make use of teacher-produced materials. During 1973-74, very few resource people were consulted as compared to the number used by elementary teachers. Eleven percent of the junior-high resource people provided an increase in Canadian awareness. (AV)

### ED 130 947

SO 009 525

Cassidy, Philippe

#### **Canadian Content Survey: Secondary Panel. Research Report.**

North York Board of Education, Willowdale (Ontario).

Pub Date—Jun 74

Note—69p.; For related documents, see SO 009 523 and 524

#### **EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Comparative Analysis, \*Curriculum, \*Data Analysis, \*Educational Resources, Field Trips, Films, Filmstrips, Learning Activities, Questionnaires, Resource Materials, \*School Surveys, Secondary Education, Senior High Schools, Supplementary Reading Materials, Teacher Developed Materials, Textbooks

Identifiers—\*Canada

Survey results summarize secondary-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 188 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by the teaching areas: English, mathematics, science, modern languages, music, commerce, home economics/shop, fine arts, physical education, geography, history/social science, resource librarians, and guidance personnel and classics teachers. Responses show that almost three-quarters of the textbooks used are Canadian, a similar proportion to elementary and junior-high use. Half of the nontexts and reference books used are non-Canadian in origin. These include films, filmstrips, slide sets, magazines, learning kits, and simulation games. Three out of five teachers who reported use of unpublished material indicated it is teacher-produced. Resource people were used about as frequently as in junior-high school, but less than at the elementary level. However, a much larger percentage of the secondary-level resource people provided an increase in Canadian awareness than did the resource people at the elementary and junior-high levels. (AV)

### ED 130 960

SO 009 540

Kenski, Henry C. Kenski, Margaret C.

#### **Teaching African Politics at American Colleges and Universities: A Survey.**

Pub Date—May 75

Note—22p.; Paper presented at the annual meeting of the Western Social Science Association (Denver, Colorado, May 1-3, 1975)

#### **EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Area Studies, Course Content, Developing Nations, Educational Research, Enrollment Trends, Fiction, Foreign Countries, Higher Education, \*Political Science, \*Politics, Reading Assignments, \*Surveys, Teaching Techniques, Textbooks, Theories

Identifiers—\*Africa

Political scientists who teach African politics

# INTERNATIONAL EDUCATION RESOURCES

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Cumulative Second Edition  
1956-77

A summary of research projects and reports funded by the Office of Education, the National Institute of Education, and the Fund for the Improvement of Postsecondary Education that are available through the Educational Research Information Center

Updated by  
Pat Kern McIntyre  
Department of Education

U.S. DEPARTMENT OF EDUCATION  
Shirley M. Hufstedler, Secretary  
Office of Postsecondary Education  
Albert H. Bowker, Assistant Secretary

sities having organized research centers; data include total funds available for foreign area research and their distributions; primary sources of support (federal government, foundations, institutions, and private sources); changes in level of support, according to geographic area of study, general study topic, and specific problem in interstate relations; expectations for funding in the near future; and percentage of support change in selected categories. The questionnaire is included. (MSE)

**ED 136 007** CE 010 025  
**The Volunteers Speak: A World-Wide Survey of Peace Corps Volunteers. ACTION Evaluation.**  
 ACTION, Washington, D.C.  
 Pub Date—Jan 76  
 Note—53p.

**EDRS Price MF-50.83 HC-53.50 Plus Postage.**  
 Descriptors—Foreign Countries, International Programs, International Relations, \*Job Satisfaction, Program Administration, \*Program Attitudes, Program Development, \*Program Effectiveness, Program Evaluation, Recruitment, Surveys, Voluntary Agencies, \*Volunteers, Volunteer Training, \*Work Attitudes, Work Experience  
 Identifiers—\*Peace Corps, United States

A survey questionnaire was mailed to all active Peace Corps Volunteers (PCVs) in the summer of 1975. Based on an internal analysis of the 3,479 respondents (a 66% return), the following findings represent the manner in which PCVs perceive their volunteer experience. Perceived volunteer accomplishments and morale are very high. Volunteers believe they are generally achieving the three Peace Corps goals. Volunteer assessment of four specific program areas (recruitment, training, program development, and program implementation) indicates considerable variations, the most serious problem for most volunteers being their relationships with the host country agencies. Results led to the following recommendations: (1) Program for planned positive impact so that jobs are better developed, sites are carefully chosen, and host country nationals less likely to be replaced, (2) undertake a concerted effort to strengthen the relationship between volunteers and their host country agencies, (3) spend less time providing direct support to volunteers and more time working to be sure that agencies are willing and able to support them, (4) place volunteers only in jobs where adequate supervision by host country agencies is provided and the role of the volunteers clearly understood, (5) provide more specific and accurate preservice information, (6) continue and increase where possible the practice of having trainees live with host country families during training, and (7) carefully review the placement of volunteers who teach English as their primary job. The report includes country-specific data on volunteer achievement and selected areas of programming. The questionnaire and raw scores are appended. (WL)

**ED 136 008** CE 010 033  
 Boyle, Neil And Others  
**Peace Corps/Ghana. Country Program Evaluation. ACTION Evaluation.**  
 ACTION, Washington, D.C.  
 Pub Date—Jun 76

Note—90p.; Evaluation developed by Office of Policy and Planning of Action  
**EDRS Price MF-50.83 HC-54.67 Plus Postage.**  
 Descriptors—Cost Effectiveness, Cross Cultural Training, \*Educational Development, Foreign Countries, \*International Programs, International Relations, National Programs, \*Program Administration, Program Costs, \*Program Effectiveness, Program Evaluation, Secondary Education, Trend Analysis, \*Voluntary Agencies, Volunteers, Volunteer Training  
 Identifiers—\*Ghana, \*Peace Corps, United States  
 Ghana first received Peace Corps assistance in 1961 (the first country in the world to receive volun-

tuated from between 185 to 415 (presently 179). Secondary education has been the major thrust in programming until recently when Peace Corps/Ghana (PC/G) shifted its emphases to agriculture and rural development. As part of ACTION's annual evaluation process, PC/G program was evaluated during the spring of 1976. A combined method of field and onsite visits was the principal approach used in assessing the relevance, effectiveness, and efficiency of the program. A combination of interview, observation, and data analysis techniques were employed. The basic conclusion of the evaluation team is that while PC/G has made a significant contribution to the education sector of the country, it is now going through a period of transition which is influencing the effectiveness of the tools it uses to carry out its policies. Positive influences are seen coming from recent additions to the staff. Negative influences on the organizational tools are seen coming from the recent shift in policy from slot-filling to technology transfer programming that is implicit in the shift from secondary education to agricultural and rural development. The evaluation identified problems and made resultant recommendations for their solutions: (1) Exercise continued Peace Corps' presence in Ghana in accordance with current Country management plans, i.e., exercise a policy of gradual phase-down in agriculture and rural development, (2) shift programming from a slot-filling mode to a skill transfer mode, (3) continue to exercise a policy of collaboration with the international donor agencies, but at the same time explore the absorptive capacities of the host country in ways which are not dependent on the donor agencies, and (4) Peace Corps/Ghana should clarify its programming procedures with U.S. Embassy. (WL)

**ED 136 229** CS 003 287  
 Newkirk, Thomas  
**Reading Habits of British Secondary Students.**  
 Pub Date—[76]  
 Note—13p.; Report prepared at the University of Texas at Austin

**EDRS Price MF-50.83 HC-51.67 Plus Postage.**  
 Descriptors—\*English Instruction, Fiction, \*Literature Appreciation, Novels, Poetry, \*Reading Habits, \*Reading Interests, Reading Material Selection, \*Reading Research, Secondary Education, Student Attitudes, Teacher Attitudes  
 Identifiers—\*United Kingdom  
 Findings from a number of studies of the reading interests and habits of British secondary school students are reviewed, and the results of a new survey of the opinions of 55 teachers are briefly reported. The studies indicate that a number of "classic" texts are popular, but that "subliterature" is also popular and becomes more so as students grow older. Narrative fiction, particularly humorous or mystery writing, is popular; poetry, though not unpopular with younger secondary school students, is disliked by the better examination students. Out-of-class reading declines after age 12. There is a tendency toward "realism" and "relevance" in literature chosen for classroom use, which some educators feel might be limiting. (Author/AA)

**ED 136 417** EA 009 340  
**Financial Management of Overseas Dependents Schools. Department of Defense. Report to the Committee on Appropriations, United States Senate.**  
 Comptroller General of the U.S., Washington, D.C.  
 Report No.—FPD-77-7  
 Pub Date—16 Feb 77  
 Note—34p.  
**EDRS Price MF-50.83 HC-52.06 Plus Postage.**  
 Descriptors—Centralization, Costs, Elementary Secondary Education, Management, Schools, \*Student Teacher Ratio, Student Transportation, \*Teacher Salaries  
 Identifiers—\*Overseas Dependents School System

overseas dependents school system to determine how schools for children overseas compare with schools in the United States in the areas of teacher salaries, student-teacher ratios, and cost of operations; if costs can be reduced; and whether the Department of Defense is complying with the congressional directive to centralize management. Teacher salaries and the student-teacher ratios in the two school systems compare favorably, but overseas schools incur costs that are unique to them and not all of these costs have been identified and reported. In some countries costs can be reduced by employing more United States citizens rather than foreign nationals primarily because of additional tax revenue from the incomes of citizens. It was recommended that the Office of Dependents Schools revise functions assigned to school officer personnel; identify and report all costs of operating the schools; set up a new accounting system; ensure that cost and budget information is reliable; and initiate programs to employ more United States citizens and dependents and find alternative means of providing bus transportation that would reduce overall costs of overseas schools. (Author/IRT)

**ED 136 708** HE 008 767  
**Higher Education: International Trends, 1960-1970. UNESCO Statistical Reports and Studies.**  
 United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
 Pub Date—75

Note—261p.; Not available in hard copy due to marginal legibility of original document.  
**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Age, College Graduates, College Majors, College Students, Degrees (Titles), \*Educational Demand, \*Educational Trends, \*Enrollment, \*Enrollment Trends, Females, \*Foreign Countries, \*Higher Education, Males, Statistical Data, Statistical Studies, Tables (Data), United States  
 Identifiers—Africa, Asia, Europe, Latin America, North America, Oceania

General trends in higher education throughout the world during the decade are discussed, and statistics are presented and analyzed for Africa, Latin America, Northern America, Asia, Europe, and Oceania. Factors considered in the regional studies include, when available: student enrollment (headcount, percentage of inhabitants, percentage of college-age population, distribution by sex, foreign students, and distribution by age); student distribution by field of study; and graduates (headcount trends, distribution by field of study, and proportion of women graduates). Information about teaching staff and students by type of institution, student and graduate distribution by field of study, and graduate distribution by degree level is displayed for each country. (MSE)

**ED 136 752** IR 004 482  
 Choquette, Diane McBride, Elizabeth  
**United Nations Documents: A State of the Art Survey.**  
 Emory Univ., Atlanta, Ga.  
 Pub Date—76

Note—32p.  
**EDRS Price MF-50.83 HC-52.06 Plus Postage.**  
 Descriptors—Cataloging, Indexes (Locators), \*Information Processing, \*International Organizations, Library Administration, Library Collections, Library Materials, Library Planning, \*Library Surveys, \*Library Technical Processes, Publications, Reference Materials  
 Identifiers—IBID, International Bibliog Information Documentation, UNDEX, \*United Nations Documents

This survey was conducted in the Winter of 1974/75 to determine the procedures used at libraries for dealing with United Nations publications. Libraries were categorized on the basis of whether

main collection or maintained separately. Analysis of the 88 responses to the survey questionnaire indicates that while there are no preferred methods for handling these materials, many libraries are dissatisfied with present procedures. Appended are: (1) the survey instrument, (2) a list of responding libraries, and (3) samples of cards utilized by various libraries for cataloging United Nations documents. (STS)

ED 137 706

CG 011 292

Segal, Mady Wechsler

Size of Group and In-group Attraction: Four Models.

Pub Date—[74]

Note—26p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 25-29, 1976)

EDRS Price MF-50.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Patterns, \*Friendship, \*Group Membership, Group Structure, \*Interpersonal Relationship, Mathematical Models, Police, Research Projects, \*Social Behavior, Social Psychology, \*Social Relations, \*Social Structure

This paper tests four models of the effect of the size of a subgroup of an organization on the proportion of attraction choices made by members of the subgroup that are given to other members of the subgroup. The data base consists of friendship and respect choices made by members of the Maryland State Police force. The four models are: simple linear, linear logarithmic, threshold, and logarithmic threshold. In addition, the effects of the bureaucratic functions of the subgroup on in-group choosing are tested. Though all of these models yield significantly good fits to the data used, the logarithmic threshold model provides the best fit. This model describes the process of in-group choosing (friendship and respect) as a positive linear function of the logarithm of the size of the group, provided the group is below a critical size, somewhere around 50 to 70 members. Above the critical size, there are no consistent changes in in-group choosing with increasing size. (Author)

ED 138 778

CE 011 002

Townsend-Coles, Edwin K.

Universities and Adult Education Research and Training: A Survey. Conference Paper. World Conference (2nd, Montreal, 1970).

International Congress of Univ. Adult Education. Pub Date—Aug 70

Note—78p.; For a related document see ED 043 822 ; Tables may be marginally legible due to small print of the original document

EDRS Price MF-50.83 HC-\$4.67 Plus Postage.

Descriptors—\*Adult Education, Bachelors Degrees, \*Course Descriptions, Course Objectives, Course Organization, \*Degree Requirements, Degrees (Titles), Doctoral Degrees, Doctoral Programs, Graduate Study, \*Higher Education, \*International Education, Masters Degrees, Surveys, Undergraduate Study, Universities

Results are presented of a survey designed (1) to discover which universities throughout the world (Africa, North America, South America, Central America, Asia, Australia, and Europe) provide courses in adult education as a field of study and (2) to facilitate discussion at a 1970 international conference. An introduction describes conditions of the survey: Universities were surveyed on adult education courses offered; the only courses listed were those which enable the student to obtain a recognized qualification; four grades were chosen, namely certificates and diplomas, first, second (Masters), and doctoral degrees; there appeared to be no international convention differentiating between certificates and diplomas; the lists distinguished between certificate and diploma courses which are open only to post-graduates and those which can be taken by both graduates and ungraduated students; first and second degree levels were divided to indicate whether adult education constitutes a major or minor part of the course.

Findings are discussed under the following topics: The introduction of adult education as a field of study; present distribution of courses in adult education; stated purposes of courses in adult education; content of courses in adult education; staff and students; teaching methods; research; the master's degree program in adult education; program of study for the Ph.D. in the area of adult education research; and program of study for the degree of doctor of education. Four supplementary tables are included. (TA)

ED 139 677

SO 009 967

International Information, Education and Cultural Relations: Recommendations for the Future.

Georgetown Univ., Washington, D.C. Center for Strategic and International Studies.

Pub Date—Mar 75

Note—89p.; Some pages in the annexes contain paragraphs of small sized print and may not reproduce clearly

Available from—Center for strategic and International Studies, 1800 K Street, N.W., No. 520, Washington, D.C. 20006 (\$3.95 plus \$0.30 postage, paperback)

EDRS Price MF-50.83 HC-\$4.67 Plus Postage.

Descriptors—Cultural Education, Cultural Exchange, \*Foreign Policy, Futures (of Society), \*Global Approach, Government Role, Intercultural Programs, \*International Education, International Educational Exchange, \*International Relations, Needs Assessment, Policy Formation, \*Program Evaluation, Program Improvement, Reports

The report analyzes American government programs in international information, education, and cultural relations in order to provide recommendations for program improvement. A history of public diplomacy programs since World War II traces creation of the United States Information Agency (USIA) and the Bureau of Cultural Relations (CU) and analyzes their activities in areas of exchange of persons, general information, policy formation, and advisory functions. Objectives of American information and cultural activities are described as support for U.S. foreign policy and promotion of mutual understanding with foreign countries. The responsibilities of the Deputy Under Secretary of State for Policy Information and the activities of the Voice of America broadcast are discussed. Three major problems that the review panel identified are the division of one program between the USIA and the Department of State; the assignment of interpreting U.S. foreign policy to the world and advising in its formulation by a non-State Department agency; and the ambiguous position of the Voice of America between journalism and diplomacy. The panel concluded that these problems could be solved by combining presently fragmented policy and advisory functions into a new State Department Office of Policy Information. (Author/DB)



ED 003 316

TUMIN, MELVIN

EDUCATION, SOCIAL CLASS, AND INTER-  
GROUP ATTITUDES IN ENGLAND,  
FRANCE, AND GERMANY.

Princeton Univ., N.J.  
Report No.—CRP-1928

Pub Date—64

Note—173P.

EDRS Price MF-0.83 HC-\$8.69 Plus Postage.  
Descriptors—Attitudes, Changing Attitudes,  
\*Comparative Education, \*Educational Attitudes,  
\*English, \*French, \*German, Interviews,  
\*Social Attitudes

Identifiers—ENGLAND, FRANCE, GER-  
MANY, NEW JERSEY, PRINCETON

THE CENTRAL FOCUS OF THIS REPORT IS  
ON THE INTERRELATIONSHIPS AMONG  
SOCIAL CLASS, EDUCATION, AND INTER-  
GROUP ATTITUDES. A SECOND MAJOR  
FOCUS OF THIS RESEARCH CONCERNS  
THE FACTORS THAT SHAPE ENGLISH,  
FRENCH, AND GERMAN ATTITUDES TOW-  
ARD "OUTSIDERS." SPECIFICALLY, THE  
STUDY INVESTIGATED (1) THE EXTENT  
AND TYPE OF IMPACT THAT THE EDUCA-  
TIONAL SYSTEMS OF THESE COUNTRIES  
HAVE HAD UPON THE BELIEFS AND ATTITU-  
DES OF THEIR PEOPLE, (2) THE DIFFER-  
ENCE IN THESE AREAS BETWEEN YOUTH  
AND ADULTS, AND (3) THE WAYS IN  
WHICH THE BELIEFS AND ATTITUDES OF  
YOUTH RESEMBLE THOSE OF ADULTS.  
THESE RELATIONSHIPS ARE EXPLORED  
BY THE ANALYSIS OF DATA SECURED  
FROM INTERVIEWS CONDUCTED WITH  
NATIONAL SAMPLES OF THE POPULA-  
TIONS OF ENGLAND, FRANCE, AND GER-  
MANY IN LATE 1960 AND EARLY 1961. THIS  
REPORT REPRESENTS AN INTERIM STAGE  
IN A LARGER PROJECT. (LP)

ED 010 425

TUMIN, MELVIN M.

AN INVENTORY OF RESEARCH AND THEO-  
RY REGARDING THE RELATIONSHIP  
BETWEEN EDUCATION AND CITIZEN-  
SHIP.

Princeton Univ., N.J.

Report No.—BR-5-8422; CRP-475

Pub Date—66

Note—25P.

EDRS Price MF-0.83 HC-\$1.67 Plus Postage.  
Descriptors—"Citizen Participation, Citizen Role,  
\*Citizenship, Cultural Differences, \*Educational  
Background, \*Educational Objectives, Models,  
\*Social Attitudes, Social Influences

Identifiers—NEW JERSEY, PRINCETON

VARIABLES THAT MEDIATE THE INFLU-  
ENCES OF EDUCATION UPON A RANGE OF  
SOCIAL BEHAVIOR OF CITIZENS WERE  
IDENTIFIED. ORIENTATIONS TOWARD  
TIME, SELF, AND SOCIETY PROVIDED INI-  
TIAL FOCAL POINTS FOR THE DEVELOP-  
MENT OF A MODEL FOR THE ANALYSIS OF  
THE RELATIONSHIP BETWEEN CITIZEN-  
SHIP AND EDUCATION. FOUR MAJOR CON-  
SIDERATIONS REGARDING THE MODEL  
WERE FORMULATED—(1) "DIVERSITY OF  
GOALS," (2) "IDEAL VERSUS ACTUAL  
GOALS," (3) "PROBLEMS OF CROSS-CUL-  
TURAL COMPARABILITY," AND (4) "VARI-  
ATIONS IN GOAL CHOICE AMONG NATION-  
S." (GD)

ED 015 434

SLOBIN, DAN I. AND OTHERS

A FIELD MANUAL FOR CROSS-CULTURAL  
STUDY OF THE ACQUISITION OF COM-  
MUNICATIVE COMPETENCE. SECOND  
DRAFT—JULY 1967.

California Univ., Berkeley.

Report No.—BR-6-8757

Pub Date—JUL67

Contract—OEC-4-7-008757-2015

Note—255P.

EDRS Price MF-0.83 HC-\$14.05 Plus Postage.

Descriptors—Applied Linguistics, Bibliographies,  
\*Child Development, Child Language, Cultural  
Factors, Field Interviews, \*Field Studies, Guides,  
Language Ability, \*Language Development,  
\*Language Research, Manuals, Psycholinguistics,  
Psychological Studies, Research Criteria, Re-  
search Design, Researchers, \*Research Meth-  
odology, Research Skills, Social Characteristics,  
Sociolinguistics, Structural Analysis, Tape Re-  
cordings, Verbal Communication

Identifiers—CROSS CULTURAL RESEARCH

THIS FIELD MANUAL WAS DEVELOPED  
AS PART OF A PROGRAM TO TRAIN INVE-  
STIGATORS IN THE COLLECTION OF COM-  
PARABLE CROSS-LINGUISTIC AND  
CROSS-CULTURAL DATA ON CHILDREN'S  
ACQUISITION OF LINGUISTIC CODES AND  
SOCIAL RULES FOR THE USE OF SUCH  
CODES. ALTHOUGH COMPARATIVE RE-  
SEARCH REQUIRES PROCEDURAL STAND-  
ARDIZATION, THE PHYSICAL AND SOCIAL  
CONDITIONS IN THE VARIOUS FIELD SET-  
TINGS INTERFERE WITH STANDARDS SET  
PRIOR TO ARRIVAL IN THE FIELD. THIS  
MANUAL CONSTITUTES A COMMON  
FRAME OF REFERENCE FOR INVESTIGA-  
TORS COLLECTING DATA THAT IS TO BE  
USED IN COMPARATIVE REPORTS. PART I  
OF THIS MANUAL DEFINES THE MAJOR  
TOPICS TO BE INVESTIGATED AND SETS UP  
A RESEARCH SCHEDULE. PART II DIS-  
CUSSES SUCH METHODOLOGICAL FACT-  
ORS AS CONTRASTIVE ANALYSIS OF  
LANGUAGES AND CULTURES, RECORDING  
APPARATUS AND TECHNIQUES, AND  
NATIVE INFORMANTS, ASSISTANTS AND  
INTERPRETERS. THE THEORETICAL CON-  
SIDERATIONS INCLUDED IN PART III ARE  
PHONOLOGY, GRAMMAR, SEMANTICS,  
THE SOCIAL SETTING OF LINGUISTIC  
BEHAVIOR, AND LANGUAGE USAGES AND  
STYLES. APPENDED ARE EXTENSIVE RE-  
FERENCES AND ADDITIONAL SUGGESTED  
FIELD TECHNIQUES. THE READER OF THE  
MANUAL SHOULD HAVE SOME KNOW-  
LEDGE OF LINGUISTICS BUT NEED NOT  
HAVE CONDUCTED PREVIOUS FIELD  
WORK. REQUESTS FOR COPIES OF THE  
MANUAL AND FOR TAPES TO BE USED IN  
PHONOLOGICAL IMITATION PROCEDURE,  
AND INFORMATION ABOUT RE-  
LATED STUDIES SHOULD BE ADDRESSED  
TO DR. DAN I. SLOBIN, DEPARTMENT OF  
PSYCHOLOGY, UNIVERSITY OF CALI-  
FORNIA, BERKELEY, CALIFORNIA 94720.  
(JD)

ED 028 563

Jordan, John E.

Attitudes toward Education and Physically Dis-  
abled Persons in Eleven Nations.

Michigan State Univ., East Lansing. Latin Ameri-  
can Studies Center.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Cooperative Research Pro-  
gram.

Report No.—CRP-5-8348-2-12-1; RR-1

Pub Date—68

Contract—OEC-6-10-139

Note—332P.

Available from—Latin American Studies Center,  
Michigan State University, East Lansing, Michi-  
gan 48823 (HC \$10.00).

EDRS Price MF-\$1.00 Plus Postage. HC Not

Available from EDRS.

Descriptors—Administrator Attitudes, \*Attitudes,  
Cultural Factors, \*Education, Educational Atti-  
tudes, \*Exceptional Child Research, \*Foreign

Countries, Group Membership, Laborers,  
Managerial Occupations, \*Physically Hand-  
icapped, Professional Personnel, Rating Scales,  
Religious Factors, Sex Differences, Socioeco-  
nomic Influences, Special Education Teachers,  
Teacher Attitudes, Values

The Attitudes Toward Disabled Persons Scale  
was used to measure the attitudes of special educa-  
tion and rehabilitation workers, elementary and  
secondary teachers, managers and executives,  
and laborers from 11 nations toward the physically dis-  
abled or handicapped and toward education. Hypo-  
theses based on Kerlinger's theoretical model were  
investigated: traditionalism, or a conservative-tradi-  
tional approach to educational issues emphasizing  
subject matter for its own sake, external discipline,  
and maintenance of the status quo; and progressi-  
vism, emphasizing the problem solving approach,  
internal discipline, liberal social beliefs, and educa-  
tion as an instrument for change. Attitudes were  
related to values, sex, contact with disabled persons,  
enjoyment of contact, change orientation, insti-  
tutional satisfaction, religiosity, group membership,  
modernization, and multidimensionality. Results  
are summarized; 69 tables present data. (RP)

ED 029 902

Child, Irvin L. And Others

Art Preferences in Culturally Varying Groups.

Final Report.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Pub Date—Aug 68

Contract—OEG-0-8-080002-0198-010

Note—35P.

EDRS Price MF-0.83 HC-\$2.06 Plus Postage.

Descriptors—American Culture, \*Art, \*Art Ap-  
preciation, Art Education, Cultural Awareness,  
Cultural Background, \*Cultural Differences, Cul-  
tural Disadvantage, Cultural Enrichment,  
Culture, \*Culture Free Tests, Japanese American  
Culture, Latin American Culture, Puerto Rican  
Culture, \*Visual Arts

This study undertaken by researchers at Yale Un-  
iversity examined the similarities and differences  
among groups of people in their responses to works  
of art. Subjects were chosen from the United States,  
Japan, Puerto Rico, Ecuador, and Peru, and were  
grouped by age, art involvement, sex, and educa-  
tion. They were shown pairs of slides or prints of  
visual art, and were asked to indicate either which  
of the pair they preferred or which they considered  
the better work of art. Responses, compared with  
the aesthetic judgments of United States art experts,  
showed a higher agreement with the experts among  
art-involved and better-educated groups. Resem-  
blance of responses was greater among groups  
within a cultural region than among groups of dif-  
fering cultural regions. In addition, data was included  
and analyzed to determine the mediating correlates  
of choice in Japanese and American groups. The re-  
sults supported the view that a transcultural con-  
stancy in aesthetic orientation underlies the great  
diversity in art preferences. (JM)

ED 032 810

Grothe, Peter

Attitude Change of American Tourists in the Soviet

Union.

George Washington Univ., Washington, D.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Pub Date—69

Contract—OEC-3-8-080049-0071

Note—176P.

EDRS Price MF-0.83 HC-\$10.03 Plus Postage.

Descriptors—Attitudes, Beliefs, \*Changing Atti-  
tudes, \*Cross Cultural Studies, Cultural Aware-  
ness, Cultural Exchange, Cultural Images,  
Culture, Culture Contact, Data, \*Foreign Coun-  
tries, Majority Attitudes, Negative Attitudes,

Political Attitudes, \*Research, Sampling, Social Attitudes, Sociology, \*Travel  
Identifiers—Soviet Union

Pre- and post-travel questionnaires mailed to American tourists visiting the Soviet Union record attitude change and serve as the basis for this eight-chapter research project report. Most of the report considers the relation of various factors to attitude change, including education, level of information, language ability, sex, age, occupation, and income. Several chapters are devoted to Americans' perceptions of the Soviet people, government, discussions of research methodology, research sample, and sample changes in attitude toward U.S. foreign relations. An overview on tourism in the Soviet Union is included in the introduction. Frequent use of graphs and tables illustrates the results of the questionnaires in a statistical breakdown of the pertinent material. Quotations on travel selected from literature and folk literature are cited at the beginning of each chapter. (AF)

**ED 036 812** CG 004 947

*Ben-David, Joseph. Adler, Haim.*  
**The Impact of Education on Career Expectations and Mobility. Final Report.**

Hebrew Univ., Jerusalem (Israel).  
Spans Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Pub Date—[68]  
Contract—OEC-5-21-005  
Note—116p.

**EDRS Price MF-S0.83 HC-S6.01 Plus Postage.**  
Descriptors—Alumni, \*Comparative Analysis, Educational Environment, \*Educational Research, Graduate Surveys, \*Occupational Aspiration, \*Research Projects, \*Secondary School Students, Teacher Influence

This study investigated the effect of different school atmospheres on the career aspirations and the actual careers of students. The sample included 60 11th grade students from one high prestige, one less prestigious general high school and from one technical high school in three cities in Israel and a similar sample of young men who graduated from the same schools ten years earlier. The students were investigated through a questionnaire. The graduates were interviewed personally or, if abroad, were sent mail questionnaires. Occupational aspirations of the students are discussed. An absence of differentiation in career plans between the schools was found although differences between the schools with regards to educational aspiration existed. The students who graduated ten years earlier are discussed in terms of the relationship between aspirations of the present day students and the past aspirations and, the actual careers of the graduates. An important conclusion was that there has been great stability through time in the population, attitudes and occupational behavior of the students of these schools. The questionnaire, appendix and tables are included. (Author/EW)

**ED 038 727** CG 005 410

*LeVine, Robert A. Campbell, Donald T.*  
**Ethnocentrism and Intergroup Relations.**

Center for Advanced Study in Behavioral Science, Stanford, Calif. Chicago Univ., Ill. Chicago Early Education Research Center-Northwestern Univ., Evanston, Ill.

Spans Agency—Carnegie Corp. of New York, N.Y., Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—[70]  
Contract—OEC-3-7-070706-3118  
Note—39p.

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**  
Descriptors—Anthropology, \*Attitudes, Cross-Cultural Studies, \*Ethnology, \*Group Membership, \*Intergroup Relations, Models, \*Statistical Anal-

ysis, Stereotypes

Proposed as a chapter for a book, this document has attempted to survey the various points at which cognitive congruity theories impinge upon problems of ethnocentrism and intergroup relations. Some dozen such predictions have been presented, and have been italicized for scanning in the text. One hypothesis, that the more similar the outgroup the more it is liked, has been given extensive review including new, albeit secondary, data analysis. Other hypotheses receiving more than brief mention deal with the balance among regional sets of intergroup valences, the effects of forced compliance in the colonial and post colonial organization of territories upon group identification, and the resolution of incongruities in group esteem produced by contact with modern economic systems. (Author)

**ED 039 623** CG 005 646

*Smith, Timothy L.*  
**Emigration, Education, and Social Change among Eastern and Southern Europeans in Their Homelands and in the United States, 1890-1940. Final Report.**

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—May 70  
Contract—OEC-3-7-061371-0423  
Note—8p.

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**  
Descriptors—American History, \*Education, European History, \*Foreign Countries, Research, \*Research Projects, \*Social Change

This report is a summary of research already completed which concerns emigration, education, and social change among Eastern and Southern Europeans in their homelands and in the United States from 1890 to 1940. (Author/EK)

**ED 041 520** FL 001 877

*Clymer, Martha Bahniuk.*  
**Radical Acculturation Patterns in a Traditional Immigrant Group. Final Report.**

Temple Univ., Philadelphia, Pa.  
Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jan 70  
Contract—OEC-2-9-480123-1011(010)  
Note—76p.

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**  
Descriptors—\*Acculturation, Cross Cultural Studies, Cultural Environment, Cultural Exchange, Cultural Isolation, Culture, Culture Conflict, Economically Disadvantaged, Economic Status, Educational Background, Educational Environment, Ethnic Groups, Family (Sociological Unit), \*Immigrants, \*Religious Cultural Groups, \*Russian, Social Class, \*Sociocultural Patterns, Socioeconomic Status

The object of the study is to observe and describe the acculturation patterns of some 250 immigrants to the United States from Turkey, Russian Old Believers, in their attempt to make a rapid transition from a society rooted in seventeenth century traditions to the industrialized society of the modern world with special reference to family organization and education. The research design follows the holistic approach used in cultural anthropology and focuses on the relation of acculturation to education as a result of the acceptance of new values which are at variance with preexisting cultural orientations. Major sections treat social patterns, history and cultural origins of the Old Believers, religion and religious organization, economic patterns, and areas of culture contact and change. A list of references is included. (Author/L)

**ED 046 310** FL 002 103

*Lertora, Luis H.*  
**Cultural Concepts for Spanish Classes.**

Maryland State Dept. of Education, Baltimore.  
Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 70  
Contract—OEC-9-300108-068  
Note—49p.

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**  
Descriptors—Cultural Background, \*Cultural Context, Cultural Factors, Cultural Interrelationships, \*Culture, Educational Sociology, Foreign Culture, Instructional Program Divisions, \*Language Instruction, Language Programs, Latin American Culture, \*Modern Languages, Second Language Learning, Social Characteristics, Sociocultural Patterns, Socioeconomic Background, \*Spanish, Student Evaluation, Teaching Methods

This report integrates instructional materials and concepts on the teaching of culture in foreign language classes in three major areas. Part 1 deals with the description of sociocultural concepts of Spanish peoples with emphasis on the basic features of Latin American Culture including: (1) the family, (2) family events, (3) social peculiarities, (4) education, (5) social events, (6) social traits, (7) socioeconomic features, and (8) cultural characteristics. Part 2 is concerned with teaching techniques and contains a number of general principles, suggestions, and ideas for activities which are designed to help the teacher to develop and teach the cultural program. The last section proposes ideas for evaluating the student's appreciation and understanding of the foreign culture. A bibliography is included. (RL)

**ED 049 463** AL 002 790

*Koen, Frank.*  
**Specifications for the Design of a Test of Knowledge of Foreign Cultural Patterns. Final Report.**

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.  
Spans Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—31 Jan 71  
Contract—OEC-0-9-097740-3743(010)  
Note—15p.

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**  
Descriptors—Behavior Patterns, \*Cross Cultural Training, \*Foreign Culture, Global Approach, \*Second Language Learning, \*Test Construction

The point is made that, though foreign language teachers often have among their goals the knowledge by students of the unique patterns of thought, behavior and attitudes that characterize members of a target culture, there have been few systematic attempts to evaluate these outcomes. A general design for such a test is suggested, including three classes of items. Class A items are designed to measure the student's knowledge of how to conduct oneself in a variety of everyday situations common to the target culture; Class B items probe the student's understanding of general patterns of social interaction that are common to many specific situations; and Class C items test how successfully the student can adopt temporarily the world-view of the target culture. In general, the student must first identify the ways in which target-culture norms are being violated in a recorded episode, then describe alternate moves which would correct these violations. (Author/AMM)

**ED 057 380** CG 006 755

*Peck, Robert F. And Others.*  
**An International Effort to Conceptualize and Measure Coping Behavior.**

Chicago Univ., Ill. National Autonomous Univ. of Mexico, Texas Univ., Austin.  
Spans Agency—Office of Education (DHEW), Washington, D.C.



Pub Date—Sep 71  
Contract—OEC-5, 85-063  
Note—59p; Papers presented at American Psychological Association Annual Convention (79th, Denver, Colo., April 24, 1971)

**EDRS Price MF-50.83 HC-53.50 Plus Postage.**  
Descriptors—\*Adjustment (to Environment), Behavior, \*Cross Cultural Studies, Cultural Context, Cultural Differences, Cultural Environment, Cultural Factors, \*Measurement, Measurement Instruments, Measurement Techniques, \*Mental Health, Social Class, \*Social Differences

The 3 major papers of a symposium are included. Primary emphases are on: (1) problems of conceptualizing and measuring coping behavior in 8 cultures; (2) the effect of socio-cultural premises on coping behavior; and (3) the influence of social class on coping behavior. The first report discusses the steps involved in empirically determining whether a desirable, cross-cultural problem-solving behavior exists and focuses on the conceptual formulation and some reliability and validity findings from a first-stage study. The second paper traces the refinement of coping theory from an early formulation, which grossly dichotomized coping behavior into active and passive, through the most recent formulation in which 20 factorially distinct dimensions are discriminated. The final paper points up the problems involved in comparing coping styles across social class. Findings are reported which show that social class differences are similar in the various countries under study. (TL)

**ED 086 341 PS 007 019**

Wagner, Daniel A.  
**The Development of Short-Term and Incidental Memory: A Cross-Cultural Study.**

Michigan Univ., Ann Arbor. Dept. of Psychology. Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Education (DHEW), Washington, D.C.

Pub Date—May 73  
Contract—OEC-71-1965  
Note—31p; Developmental Program, Report 31

**EDRS Price MF-50.83 HC-52.06 Plus Postage.**  
Descriptors—Adolescents, Adults, Attention, \*Cross Cultural Studies, \*Cross Sectional Studies, Early Childhood, \*Educational Background, \*Environmental Influences, Incidental Learning, Learning Processes, \*Memory  
Identifiers—\*Mexico

This study investigated developmental changes in memory performance for two contrasting populations in Urban and Rural Yucatan, Mexico. Subjects were divided into five groups defined by age, including children and adults. All urban S's were in school, while only the two younger rural groups were in school, and older rural S's had little or no schooling. The S's were tested on a short-term and incidental memory task. Developmental trends in memory performance for the Urban educated S's were very similar to those reported for analogous tasks with American middle class subjects. The performance of rural S's did not show these consistent developmental changes. This fact, along with the results of several features of the data, support the hypothesis that formal schooling is an important factor in the development of mnemonic skills in short-term memory. Data from the incidental memory task implied that the development of selective attention is independent of short-term memory development and is probably influenced by both school and certain cultural factors. (DP)

**ED 093 109 EC 062 193**

Brown, Bertram S., Ed. Torrey, E. Fuller, Ed.  
**International Collaboration in Mental Health.**  
National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-HSM-73-1920

Pub Date—73

Note—288p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1724-00313, \$2.10)

**EDRS Price MF-50.83 HC-51.39 Plus Postage.**

Descriptors—\*Cooperative Programs, Drug Abuse, \*Exceptional Child Research, \*Exceptional Child Services, Foreign Countries, Government Role, \*International Programs, \*Mental Health, Professional Education, Psychiatry, Research Reports

Presented in five parts on research, services, training, drug abuse, and alcohol abuse are 31 reports of mental health studies and programs supported by the U.S. and other countries. Explained in the introduction are reasons the National Institute of Mental Health (NIMH) has supported international collaboration. The following are among subjects of 19 research reports given in Part 1: NIMH assessment of schizophrenia research in the USSR (1972); international pilot study of schizophrenia; six-country study of effects of modernization; Hawaiian psychopathology and normality; megavitamin, tranquilizer and drug studies for the aged in Canada; English autistic children; genetic/environmental influences on criminality in Denmark; psychoses in Croatia (Yugoslavia); suicide (Scandinavia, Los Angeles, and Vienna); Swedish laboratory methods; child rearing in the U.S. and Japan; and Micronesian thinking patterns. Focused on among four reports on services (Part 2) are an overview, NIMH observation of USSR services (1967), and family role in children's hospital care (U.S.). Training in Part 3 is examined in three reports on foreign researchers in U.S. laboratories, foreign work-study assignments, and anthropology fellowships. Offered in Part 4 are four drug abuse reports on international cannabis research, international programs, narcotic addiction treatment in Iran, and a NATO drug rehabilitation project. The one report in Part 5 covers international studies on alcohol abuse and alcoholism. Directions for future collaboration are examined. (MC)

**ED 103 210 SE 017 306**

Jornston, Philip N., Ed. Anderson, C. Alan, Ed.  
**Religious Reconstruction for the Environmental Future. Proceedings Report (The University of Connecticut, November 30-December 2, 1972).**

Faith-Man-Nature Group, South Coventry, Conn. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—Oct 73

Note—127p.

Available from—The Faith-Man-Nature Group, P.O. Box 397, South Coventry, Connecticut 06238 (\$2.00, postpaid)

**EDRS Price MF-50.83 HC-57.35 Plus Postage.**

Descriptors—\*Conference Reports, Ecology, \*Environment, Ethical Values, Ethics, \*Futures (of Society), Interdisciplinary Approach, Natural Resources, Political Attitudes, \*Religion, Social Factors, Social Responsibility, Values, Workshops, \*World Problems

This is the proceedings from a workshop that focused on the capacity of religious systems around the world to deal with environmental problems. Included in this publication are an introduction, the workshop schedule, a participant roster, and five papers presented at the workshop. Topics covered in the papers include: Religious Reconstruction for the Environmental Future; Native Wholeness; History and Nature in the Judeo-Christian Tradition; How Will the Future Be Different? Where Are We Now in Relation to Political Participation in the Public Interest; to Technological Society?; and Reconstructions of Scientific and Religious Consciousness for a Better Environmental Future. A Reporting Session: Task Groups for Reconstructive Follow-Through concludes this publication. (BT)

**ED 121 454 PS 008 512**

Kara-Petic, Zvezda And Others  
**Children's Living and Play Areas in the Local Community.**

Yugoslav Inst. for Town Planning and Housing, Belgrade.

Spons Agency—Center for Disease Control (DHEW/PHS), Atlanta, Ga.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 75

Note—381p.

**EDRS Price MF-50.83 HC-52.75 Plus Postage.**

Descriptors—\*Architecture, Research, Building Design, Child Care Centers, \*Childre, Educational Facilities, Family Environment, \*Foreign Countries, Home Furnishings, Interior Design, Parent Child Relationship, \*Physical Environment, Physical Health, \*Playgrounds, Recreational Facilities, Safety, School Space, Space Utilization

Identifiers—Play Areas, \*Yugoslavia

This book presents results of a three-year study of children's living and play areas in three cities (one large, one medium, and one small) in Yugoslavia. A total of 600 families living in 240 buildings in six developments built between 1961 and 1979 were included in the study. A variety of facilities were evaluated for both formal and informal play areas, including consideration of: (1) the plan of the site, design of buildings, and use of apartment space; (2) the arrangement of neighborhood day care centers; and (3) the location, inventory, and adequacy of nearby schools, playgrounds, and/or play field facilities for serving children 3-14 years of age. The multidisciplinary research program focused on the functionality and safety of these informal living and formal play areas, their suitability for the intended age group, their influence on behavior and on physical and psychological health and development and the parents' and children's problems and satisfactions. Questionnaires, inventories, and on-site observations provided the data. Recommendations are included, as well as descriptions of the research instruments used. (ED)

**ED 128 116 RC 009 379**

Schwarzler, Harry K.  
**Career Orientations of Rural Youth and the Structuring of Ambition: A Comparative Perspective.**

Report No.—Sem-15  
Pub Date—Aug 76

Note—37p; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-50.83 HC-52.06 Plus Postage.**

Descriptors—\*Attitudes, \*Career Planning, \*Comparative Analysis, High School Students, Income, \*Occupational Choice, Promotion (Occupational), \*Rural Youth, Security, Service Occupations, Sex Differences, Social Mobility, Social Services, Socioeconomic Status, Surveys, Tables (Data)

Identifiers—\*Norway, United States, \*World Congress of Rural Sociology (4th)

Comparing survey responses of U.S. rural youth (1,142 male and 1,148 females) with those of Norwegian rural youth (660 males and 650 females) at the comprehensive school level and 237 males and 192 females at the secondary level, youth career orientations were analyzed in terms of career desiderata and sex differentials, social class origins, and career plans. The variables employed were: achievement-advancement; security; work with people; service to society; hard work; and money. The questionnaire included 11 sets of 3 alternatives from which the single most desirable condition was chosen in each set. Results indicated: the sex-role factor accounted for an enormous amount of the observed variability in the patterning of career desiderata among rural youth in both societies and in much the same way; social class origin con-

tributed little to career patterning and the class differential hypothesis was not supported; certain distinctive orientational themes tended to be associated with specified career plans operationalized in status terms, indicating that a general valuational configuration constituted an integral part of the status attainment process (girls were more inclined toward the social aspects of work career and boys toward the extrinsic rewards); in both societies and for both sexes, the service/people theme clearly characterized the orientational pattern of the upwardly mobile. (JC)

**ED 128 118** RC 009 381  
Brown, C. K.

**The Ghanaian Rural Youth: Human Resource or Human Burden.**

Report No.—Sem-15

Pub Date—Aug 76

Note—31p; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Decision Making, Definitions, Developing Nations, Economic Development, Educational Disadvantage, Employment, Policy Formation, Population Growth, Rural Urban Differences, Rural Youth, Tables (Data), Youth Clubs, Youth Problems

Identifiers—\*Ghana, \*World Congress of Rural Sociology (4th)

Defining rural youth as the 14-25 age group (literate or illiterate and employed or unemployed) and as residents of localities with less than 5,000 people, this paper addresses Ghanaian rural youth and its relationship to: the total population; youth policy and organizations; rural-urban differences; and societal improvements. Major points of discussion include: (1) Ghana's young and growing population (in 1970, 63.9% of Ghana's population was under 25 years of age, a phenomenon that is creating serious economic and employment problems); (2) Ghana's youth policy (while there is no comprehensive youth policy, the urban oriented National Youth Council constitutes the central controlling body for youth affairs in Ghana and includes over 20 national organizations); (3) rural-urban differentials (while Ghana is predominantly rural with 71.1% of the population living in rural areas on 80% of the land, the distribution of doctors, dentists, and other social services favor urban areas and the death rate is higher and the life expectancy rate lower in rural areas); (4) problems of rural youth (organization, education, employment, and migration); (5) conclusions (Ghana's rural youth have been neglected by the youth organizations; subjected to the insecurity of poverty, disease, and poor living conditions; victimized by inferior educational measures; and alienated by urban oriented decisions and decision makers). (JC)

**ED 128 120** RC 009 383  
Altjorov, Vladimir Mikhailovich Borodkin, Fridrich Markovich

**Youth Attitudes Studied by Simulation Games.**

USSR Academy of Sciences, Novosibirsk.

Pub Date—Aug 76

Note—13p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**

Descriptors—Attitudes, Career Planning, Decision Making, Educational Quality, Employment Opportunities, Family (Sociological Unit), Games, Learning Activities, Leisure Time, Migration, Research Methodology, Rural Youth, Simulation, Sociology

Identifiers—\*USSR, \*World Congress of Rural Sociology (4th)

A game ("Personal Plans of Youth") simulating the opportunities and restraints operative in the "implementation" of a life career was used to examine the attitudes of 14-15 year-old youth attending a comprehensive school in the Novosibirsk province of the USSR. The game incorporated the following five units or groups of restraints: (1) learning activity (over 50 learning institutions restrained via location, type, and governing rules); (2) working activity (50 jobs restrained via location, migration potential, educational requirements, age and sex, working hours, and initial and maximum wage); (3) family (restrained via age of husband, housework time, marital status, number of children, and community type and size); (4) leisure (restrained via sleep, work, learning, housework, and community type); (5) migration (restrained via learning institution, training quality, system of jobs, organization of services, transport, leisure, and subsistence minimum). While there were similar attitudes toward obtaining middle and vocational/technical training, marrying early, and having a large family, players tended to either want to complete urban vocational training and remain in the city working in industry or complete junior college training and return to the country. The game revealed that both alternatives presented problems in terms of value orientations, job availability, and rate of industrialization. (JC)

**ED 128 121** RC 009 384

Arutyunyan, Y. Y.

**A Comparative Study of Rural Youth in the National Regions of the USSR: General and Specific Features.**

Report No.—Sem-15

Pub Date—Aug 76

Note—18p; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Achievement, Age Differences, Comparative Analysis, Cultural Differences, Educational Quality, Equal Education, Family (Sociological Unit), Governmental Structure, National Norms, Rural Youth, Senior Citizens, Sex Differences, Skilled Occupations, Values

Identifiers—\*USSR, USSR (Estonia), USSR (Russia), USSR (Uzbekistan), \*World Congress of Rural Sociology (4th)

Since there is no private property in the Soviet Union, social status is largely determined by education. Consequently, the educational levels of rural youth in all the Union Republics are nearly identical, while among the older generations of rural inhabitants there are still definite differences. In Estonia, for example, the educational level of the youth is practically twice as high as it is in Uzbekistan, while among the rural youth of these two Union Republics, the educational level is virtually equal. Differences in the educational levels of men and women are also disappearing. Higher education standards are related to changes in the occupational structure of the nation as exemplified by the fact that among Uzbeks aged 50-59, not more than one-tenth are employed in skilled jobs while among Russians and Estonians, the percentage is one-third and one-half respectively. Yet the majority of the rural youth in each nation is employed in skilled jobs. Young people of various nationalities have almost identical concepts of the "good life," citing the family, interesting job, and material well-being as primary prerequisites. The Russian language is becoming the common language of all nations, but the main language of each nationality is also preserved to assure specific national expression. National specificity is particularly manifest in the authority of the family, and surveys indicate 80% of the young Uzbeks condemn divorce

and resist urban migration. (JC)

**ED 128 122** RC 009 385

Gasparini, Alberto

**Job Images and Their Influence on Adolescents' Vocational Choice.**

Report No.—Sem-15

Pub Date—Aug 76

Note—33p; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—Agriculture, Criteria, Cultural Background, Factor Analysis, Industry, Motivation, Occupational Choice, Rural Youth, Self Actualization, Socioeconomic Influences

Identifiers—Italy, Italy (Cosenza), Italy (Latina), Italy (Reggio Emilia), Italy (Treviso), \*World Congress of Rural Sociology (4th)

The vocational choices (industrial and/or agricultural) of 863 adolescents from 4 rural Italian provinces of differing socioeconomic and cultural backgrounds were analyzed in terms of the motivational need underlying vocational choice. These provinces included the traditionally rural Cosenza in southern Italy, the more developed Treviso and Reggio Emilia in the north, and the heterogeneous city of Latina in central Italy. The latent and more general connotations associated with agricultural and industrial work were surveyed via a questionnaire consisting of 2 series of 15 adjective scales (independent, secure, simple, prestigious, original, requiring initiative, free, monotonous, requiring sacrifice, remunerative, risky, satisfying, sanitary, technical, and specialized). Four factor analyses were made for each occupational orientation. Essentially paralleling the four provinces, the factors were: physical strength required; technological specialization; self-realization; remunerativeness as a source of satisfaction/security; simplicity as source of security; remunerativeness and/or simplicity as giving security. Results indicated: vocational images did condition adolescent choice; Treviso and Reggio Emilia adolescents were motivated by personal self-realization in the job; in Latina and Cosenza, instrumental motivations were operative which were both external and internal to the job itself as well as to degree of self-realization. (JC)

**ED 128 124** RC 009 387

Kozakiewicz, Mikolaj

**Rural Youth—An Opportunity or a Burden?**

Report No.—Sem-15

Pub Date—Aug 76

Note—28p; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Attitudes, Definitions, Developing Nations, Educational Needs, Equal Education, Industrialization, Manpower Needs, Rural Population, Rural to Urban Migration, Rural Urban Differences, Rural Youth, Technological Advancement, Values

Identifiers—\*Poland, \*World Congress of Rural Sociology (4th)

When evaluating the potential of a developing nation's rural youth, a distinction must be made between youth living in the countryside and those of rural origin migrating to the cities. Moreover, considerations must be given to the effect of geographical mobility upon national development requirements, rural vertical mobility upon the modernization and democratization of the social structure; and the rural mentality and skill level upon the larger society. In the development of a country there is an initial extensive period followed by an intensive period, the former requiring manpower

and the latter requiring skills. In Poland, there is currently a higher than average number of rural migrants working in the building materials industry (16.6%), the wood industry (18.2%), and public roads (32.6%). In 1970, among these rural to urban migrants, 14.4% were manual laborers, 8.7% intellectual workers, and 5.5% handicraft laborers. These figures indicate that upgraded schools are needed in the rural areas to accommodate the sophisticated skills demanded by technological development in the cities. While studies have indicated attitudinal differences between rural and urban youth, these differences are not nearly so important as the educational differences manifest in knowledge and skill differentials, for these differences impact upon the total qualitative development of Poland's economy. (JC)

**ED 128 131** RC 009 407

*Vera, Hernan Gamia, Raul Santoyo*  
**The Unequal Exchange of Mutual Expectations: A Neglected Dimension of Rural Development.**

Pub Date—Aug 76  
Note—20p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-08.33 HC-\$1.67 Plus Postage.**  
Descriptors—Bureaucracy, \*Change Agents, Cultural Differences, \*Culture Conflict, \*Developing Nations, \*Economically Disadvantaged, Expectation, \*Interaction Process Analysis, Life Style, \*Rural Development, Social Change, Theories, Values

Identifiers—World Congress of Rural Sociology (4th)

Chilean "asentados" and Mexican "ejidatarios" as observed between 1965-73 and 1972-76, respectively, constitute the basis for an analysis of the interaction between peasants and agents of social change in the rural development process. Encounters between peasants and functionaries can be conceived as ceremonies incorporating ritualistic forms (actions, gestures, movements, etc.), the times and places in which these forms occur, and the instrumentalization of these ceremonial forms reveals social roles and acts which demonstrate that the peasant-functionary encounter is invariably under the functionary's control and constitutes an asymmetrical interaction, manifest in peasant ceremonies of submission. When these ceremonial forms of encounter are couched in the ideology of the dominant society's "truths", the "inferiority" of the peasant is construed as a question of lifestyle, mentality, and overall expectations. The conception of rural development programs as sets of expectations should provide opportunity for both the State and the peasants to develop a currency of expectations, but given the asymmetry of the peasant-functionary encounter, the peasant may engage in ceremonies of submission for purposes of maintaining his "underlife", while the State may create the illusion of change and use the bureaucracy to dampen peasant demands. (JC)

**ED 128 154** RC 009 476

*Weber, Barbara*  
**Rural Youth and Leisure.**  
Report No.—Sem-15  
Pub Date—Aug 76

Note—15p.; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-08.33 HC-\$1.67 Plus Postage.**  
Descriptors—Academic Achievement, Agriculture, Aspiration, Costs, Cultural Background, \*Leisure Time, \*Research Methodology, Rural to Urban Migration, \*Rural Youth, Social Change, \*Sociocultural Patterns, \*Synthesis, Values, Youth Clubs

Identifiers—\*Poland, \*World Congress of Rural Sociology (4th)

A synthesis of Polish research and research me-

thodology (1965-75) re: leisure time and rural youth reveals methodological differences and research results with implications for the future of rural youth. In the order of their popularity, the major Polish research methods are: inquiry; the realist approach; a combination of inquiry and free statement; monographic research; and synthesis. Major methodological disparities involve standardization of definitions re: activities; age differentials; educational and socio-occupational groups. While most Polish researchers recognize the barriers to leisure time participation as incorporating psycho-social, cultural, temporal, spatial, and financial factors, they do not treat these factors equally. Despite the lack of standardized research procedures, research results on leisure time and rural youth indicate the following general trends: (1) the higher the educational level of rural youth, the greater the leisure aspiration; (2) cultural barriers are more persistent than spatial barriers; (3) cultural interest is most frequently expressed via TV and movie leisure time activities; (4) while accepted as a growing rural value, leisure is by no means universal due to poor and unevenly distributed facilities; (5) youth best capable of utilizing leisure are the better educated with non-agricultural jobs and the socio-politically oriented young farmers who are members of the Rural Youth Union. (JC)

**ED 128 282** SO 009 403

*Brown, Lester R. And Others*  
**Twenty-Two Dimensions of the Population Problem. Worldwatch Paper 5.**

Worldwatch Inst., Washington, D.C.  
Spons Agency—United Nations Fund for Population Activities, New York, N.Y.

Pub Date—Mar 76  
Note—86p.

Available from—Worldwatch Institute, 1776 Massachusetts Avenue NW, Washington, D.C. 20036 (\$2.00 paper, 2-10 copies \$1.50 each, 11-50 copies \$1.25 each, 51 or more copies \$1.00 each)  
**EDRS Price MF-08.33 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Demography, Developing Nations, Economically Disadvantaged, Energy Conservation, Environmental Influences, Family Planning, Food, \*Futures (of Society), \*Global Approach, Human Geography, International Programs, Literacy, Natural Resources, Nutrition, \*Population Growth, Population Trends, Urbanization, \*World Problems

Twenty-two facets of the world population problem are explored. The topics are economic, social, ecological, and political in nature and generally portray the stresses and strains associated with continuing population growth in a world inhabited by four billion people. These aspects of the population problem are discussed: literacy, oceanic fisheries, natural recreation areas, pollution, infection, environmental illnesses, hunger, housing, climate change, overgrazing, crowding, income, urbanization, deforestation, political conflict, minerals, health services, water, unemployment, endangered species, energy, and individual freedom. The authors conclude that analysis of the implications of population growth based on these indicators suggests strongly that the threat posed by uncontrolled growth deserves more attention from national and international leaders than it is presently getting. A bibliography of selected readings is included. (Author/DB)

**ED 128 556** CE 007 515

*Returners: Some Notes for Those Returning to Employment Later in Life or Considering Training for a New Career.*

National Advisory Centre on Careers for Women, London (England).

Pub Date—75  
Note—72p.  
Available from—National Advisory Centre on Ca-

reers for Women, 251 Brompton Road, London SW3 2HB, England (\$2.50 post paid)

**EDRS Price MF-08.33 HC-\$3.50 Plus Postage.**  
Descriptors—\*Career Change, \*Career Opportunities, Career Planning, Directories, Educational Opportunities, Females, Guides, Individual Development, \*Job Training, \*Vocational Retraining, \*Working Women

Identifiers—Great Britain

Addressed to women who are considering taking up full- or part-time employment or training or re-training later in life when family responsibilities are less pressing, this document may also help others who wish to or have to take up a different career. Focus is on employment and training opportunities in Great Britain. The first half contains sections giving a general picture of certain fields of employment that the authors believe appear particularly to returners, together with some information about educational facilities and about sources of help and advice. Fields covered are social services, office work, industry and commerce, health and hospitals, work with children and young people and in education, and the arts. The second half of the publication is a directory which gives information about 70 specific careers, arranged alphabetically. Details about careers mentioned in the general sections will be found in the directory which describes normal entry requirements, length of training, upper age limits, and addresses of appropriate professional associations and training institutions. (WL)

**ED 128 615** CE 007 911

*Kreitlow, Burton W.*  
**Comparative Study on the Process of Community Change: Wisconsin, England, Taiwan.**

Pub Date—76  
Note—32p.; Paper presented at the Adult Education Research Conference (Toronto, Canada, April 8, 1976)

**EDRS Price MF-08.33 HC-\$2.06 Plus Postage.**  
Descriptors—Adult Education, Behavioral Science Research, \*Change Agents, Community Influence, \*Community Leaders, Comparative Analysis, \*Comparative Education, \*Cross Cultural Studies, \*Educational Change, Educational Improvement, Educational Responsibility, Models, \*Research Design, Teacher Influence

Identifiers—England, Taiwan, Wisconsin

The research design (called a Model for Educational Improvement), which was employed to compare the process of community educational change in Wisconsin, England, and Taiwan, is described. It was designed to demonstrate the means by which the following can be compared across cultures: Comparative influence on educational matters that are assigned by community leaders and parents to selected individuals or groups, and comparative extent of responsibility for educational improvement so assigned. The design presents a novel system for realistic field interviewing in a country where there is a language barrier for the researcher. Included in the design are descriptions of how preliminary plans are made for gaining school cooperation, methods of selecting samples of parents, and determination of the sample of community leaders. Results of the study, which proved the model's viability across cultures, are presented in summary form (tables and narrative). The summary includes information which demonstrates the greater influence in England and Taiwan of district administrators, principals or headmasters, teachers, and of both state (province) and federal officials as perceived by parents and community leaders. It also includes evidence from parents that in Wisconsin the influence of the school boards and parents is greater than in England and Taiwan. (Author/WL)

Malquist, Eve Grundin, Hans

**Reading, Writing and Other Communication Skills among Adults.**

National Swedish Board of Education, Stockholm.

Pub Date--Sep 76

Note--17p; School Research Newsletter, 1976:9

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors--Adult Education, Adults, Basic Skills, Educational Needs, Educational Research, Educational Literacy, Post Secondary Education, Reading Skills, Writing Skills

Identifiers--Sweden

This study investigated various reading and writing abilities among 25- and 35-year-old residents of Linköping, Sweden, and assessed the extent to which these individuals' abilities could be regarded as satisfactory for their needs. In all, 377 subjects were tested on the following skills: alphabet recognition, copying ability, reading rate, reading comprehension, "practical" reading ability, essay writing, and spelling. A questionnaire gathered information concerning subjects' general and vocational educations and present occupations, parents' educations and occupations, average amount of reading and writing per day, self-evaluation of reading and writing ability in relation to perceived needs, and a subjective judgment of the importance of such abilities as measured by the different tests. Data revealed that, although many adults' skill levels improved between the age at which they left school and the age of 35, prolonged schooling during adolescence led to even greater abilities. A substantial minority of adults did not reach the level of ability considered necessary for functional literacy, and more than 30% of all subjects found their abilities insufficient in most matters. (KS)

ED 129 477

RC 009 400

Sinclair, Peter R.

**Production Systems and Rural Development in Canada.**

Pub Date--Aug 76

Note--22p; Paper presented at the Annual Meeting of the Rural Sociological Society (New York, New York, August 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors--Agricultural Production, Capitalism, Change Strategies, Economic Change, Economics, Government Role, Industrialization, Productivity, Rural Development, Rural Economics, Rural Farm Residents, Social Structure, Social Systems

Identifiers--Canada

The paper examines the social structure of Canada's agricultural production. It argues that "the official development strategy is typical of state involvement in maturing capitalist economies and that, in so far as these policies are successful, they bring to an end small scale production of primary products by absorbing rural people into an industrial capitalist society". In 1961, the Federal government initiated an agricultural rehabilitation and development programme. Later the legislation was expanded to include the whole question of regional development. A detailed breakdown of farms by economic class in 1971 indicated that the petit bourgeoisie, although still dominant in numbers, was economically dominated by a small group of large capitalist enterprises, although there was much variation by region and type of product. This relative weakness of the petit bourgeois system of production resulted in rural poverty and regional depopulation. Large scale, technically sophisticated industry, located in the major urban markets, had made small manufacturing uncompetitive, even in its local markets. In order to provide for their families, many of the poorest farmers migrated to more rewarding urban employment. In so far as they are successful, the government policies on rural and regional development in Canada have actually sped up this process. (NQ)

ED 129 483

RC 009 435

Repassy, Helga

**Characteristic Features of Female Employment in the Rural Areas of Hungary.**

Pub Date--Aug 76

Note--15p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors--Age, Agriculture, Economic Factors, Educational Background, Employment Opportunities, Employment Potential, Females, Human Capital, Industry, Labor Force, Labor Market, Manpower Needs, Rural Areas, Rural Development, Sex Role, Social Factors, Working Women

Identifiers--Hungary, World Congress of Rural Sociology (4th)

The study examined the inferences and differences in living conditions and female employment in villages; identified the correlations of the characteristics of female employment; and determined the possible and necessary degree of women manpower's involvement into work. Using the 1970 population census, data were obtained on the: age distribution of women, rate of economically active women in the women population, distribution of active women in the branches of national economy, qualifications and education, number of children, and supply of kindergarten and nursery. Settlements were clustered on the basis of: number of inhabitants, economic and functional types, and activity level of women. Correlation and multiple correlation analyses were used to clarify the ramifying interactions. Among the findings were: the highest rate of women activity level was found in the counties of Pest, Bacs-Kiskun, and Zala; the most important obstacles of involving women living in villages into employment besides agriculture were the very low educational level and specialization, the lack of suitable working opportunities in industry or in tertiary sectors, and the number of children, which was higher than in towns; and heavy industry did not ensure good opportunities for women employment, but attracted the industrial branches, where women might be employed. (NQ)

ED 129 504

RC 009 458

Khan, Seem Anwar

**The Environment, Attitudes and Activities of Rural Women: A Case Study of Jhok Sayal.**

Pub Date--Aug 76

Note--15p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors--Attitudes, Developing Nations, Education, Environmental Influences, Family Planning, Females, Foreign Countries, Human Capital, Indians, Life Style, Marriage, Rural Population, Sex Role

Identifiers--Pakistan (Jhok Sayal), World Congress of Rural Sociology (4th)

Conducted in the Punjab in Jhok Sayal, a predominantly Muslim village, this narrative study described: the environment and living conditions of women in this rural village (comprised mainly of tenants and landless labourers); the attitudes of the women toward education, marriage, family planning, and skills; and the woman's daily and annual activities. Sixty-three married women from 63 separate households were interviewed. Of these 63, none were household heads. Findings included: 87% lived in "Katcha" houses made of mud, dung, and straw; the nearer, better maintained structures ("Pucca" houses) belonged to the tenants; most lived in close proximity to livestock, and without separate latrine and cooking facilities; a full day was spent engaged in hard, physical labour, interspersed with childcare, housework, food preparation, and home-related skills; their physical chores were intensified

during the planting, harvest, and processing seasons; they attached greater importance to the education of males; 62% wished their daughters to be married between the age of 12 and 17; preference for sons, economic security in old age, "it is God's will," and fear of birth control were given for nonacceptance of family planning; and most women disapproved of selling their skills (i.e., pickle making, straw work, clay pottery, spinning, sewing) for cash. (NQ)

ED 129 505

RC 009 459

Kock, Lucjan

**The Social Consequences of the Changing Functions of the Rural Family in Post-War Poland.**

Pub Date--Aug 76

Note--12p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors--Behavior Change, Changing Attitudes, Developing Nations, Economic Factors, Family (Sociological Unit), Family Life, Foreign Countries, Industrialization, Life Style, Rural Family, Social Systems, Sociocultural Patterns, Socioeconomic Influences, Urbanization, Values

Identifiers--Poland, World Congress of Rural Sociology (4th)

Conducted in four villages situated near Tarnow, a large urban and industrial centre, this study examined the process of change in the functioning of the rural family, as set against the transformation of their general living conditions brought about by the socialist industrialization and urbanization in post-war Poland. Issues studied were: family problems in country life; formation of a new value system; new cultural demands and consumption patterns in the villages; role of endogenous and exogenous elements in the urbanization process; degree of realization of the social consequences of this process; and concrete manifestations of the process of adaptation of rural Poland to the changed situation, namely, that of a socialist industrialized community. The sample included 2 successive generations of rural families: 120 procreation families (formed 19 years or less) and 120 origin families (parents and in-laws of the procreation families). It was found that the process of change consisted within the scope of a family mainly in a decrease of the determining effect formerly exerted by the productive-economic function upon the remaining ones, i.e., the procreational, educational, securing, and integrational-expressive functions, owing to the accessibility of extra-agricultural sources of income and to the constant decline of the significance of land as a value decisive for a given family's living conditions. (NQ)

ED 129 553

RC 009 548

Azarkh, Emilia Davidovna Kurel, Liudmila Vasil'yevna

**An Inquiry into Rural Dwellers' Opinions about Living Conditions in Urban and Rural Places.**

USSR Academy of Sciences, Novosibirsk.

Pub Date--Aug 76

Note--20p; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors--Attitudes, Communications, Evaluation, Foreign Countries, Health, Housing, Life Style, Living Standards, Occupational Mobility, Population Distribution, Recreation, Rural Population, Rural Urban Differences, Social Services, Surveys, Transportation, Values, Vocational Education

Identifiers--Quality of Life, USSR (Novosibirsk), World Congress of Rural Sociology (4th)

Utilizing data derived from a questionnaire survey of the rural population of Novosibirsk province in the USSR, the following hypothesis was tested: the

attitude of rural inhabitants toward urban and rural conditions is characterized by a considerable preponderance of positive evaluations of dominant rural conditions and transient urban conditions and by considerable preponderance of negative evaluations of dominant urban and transient rural conditions. Living conditions were specified with reference to city or country in terms of the following general aspects of life: working conditions and content of work, distinctive job tasks, pay, place of work, and opportunity for social/occupational mobility; housing; recreational service; public trade; comprehensive and vocational training; health services; consumer services; transport and communication facilities; building types and landscape; size and density of population; and pace of life. Results indicated most rural people: favored dominant rural conditions; favored transient urban conditions; did not favor urban dominant conditions; and did not favor rural transient conditions. It was concluded that for these rural people, rural life was of independent value and the attractiveness of transient urban features indicated the desire to transfer modern conveniences to the countryside. (JC)

**ED 129 554** RC 009 549

*Pitt, David*

**Inflation and Rural Society.**

Pub Date—Aug 76

Note—18p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-50.83 HC-51.67 Plus Postage.**

Descriptors—Change Strategies, Correlation, \*Economically Disadvantaged, \*Economic Climate, Foreign Countries, Futures (of Society), Minority Groups, \*Power Structure, \*Rural Areas, Social Mobility, Socioeconomic Status, \*Urban to Rural Migration  
Identifiers—Inflation, \*New Zealand, \*World Congress of Rural Sociology (4th)

Inflation is both a cause and consequence of changes in power and status. Competitive status activities create spiral situations which have an economic correlate. Ultimately, inflation leads to the creation of economically deprived and depressed social groups. Deflation can be achieved to some extent by redistribution of wealth dictated from above, but there remains the danger of conflict unless means can also be found of an equitable redistribution and a devolution of power and status. In some cases, for example, economic deprivation is not mirrored in local estimation by feelings of inferiority. In fact, deprivation may well provide the stimulus for upward mobility in power and status and, consequently, deflation. In New Zealand, there is a kind of class structure wherein the most deprived groups are not necessarily classes but rather minorities (a Polynesian proletariat, the aged, welfare clients, and many rural communities are not part of the power elite). Since this group is so heterogeneous, it does not constitute a unified power base; moreover, the rural pressure groups are apathetic, lack bureaucratic influence, and are divided. Consequently, New Zealand's urban-centered power structure does not respond to rural needs, but recently, return migrants have been trying to recreate urban services and may become catalytic in the initiation of a new power structure. (JC)

**ED 129 822** SP 010 538

*Mutimer, Brian T. P.*

**Women-Sex Objects in Ancient Egypt.**

Pub Date—Jun 76

Note—6p.; Paper presented at the Annual Convention of the North American Society for Sport History (4th, Eugene, Oregon, June 16-19, 1976)

**EDRS Price MF-50.83 HC-51.67 Plus Postage.**

Descriptors—\*Ancient History, Dance, \*Females, Games, \*Sex Discrimination, \*Sex Role, \*Sex Stereotypes, Social Discrimination, \*Women Studies  
Identifiers—\*Egypt

Although it has been said that the women in Ancient Egypt enjoyed a reasonable state of social and professional equality with men, this paper presents an alternate theory—that women were second-class citizens whose physical prowess was secondary to their role as sex objects. It appears that men and women in Ancient Egypt often participated in the same activities. Women, however, seem always to have been a few steps behind. Pharaohs kept hundreds of young girls, yet there is no record of queens keeping young men. Records indicate that when families went fishing, the man pulled in the fish, while the woman supported his efforts. It is suggested that men had control over tomb-painting and writing, the two most valuable stores of information on the nature of women's role in the society. This may account for the high proportion of illustrations showing women in sex-object roles. (MM)

**ED 130 550** FL 008 192

*Gorden, Raymond L.*

**Living in Latin America. A Case Study in Cross-Cultural Communication.**

Pub Date—75

Note—177p.

Available from—National Textbook Company, 8259 Niles Center Road, Skokie, Illinois, 60076  
Document Not Available from EDRS.

Descriptors—\*Communication (Thought Transfer), \*Cross Cultural Studies, Cross Cultural Training, \*Cultural Differences, \*Cultural Education, \*Cultural Exchange, Cultural Factors, \*Culture Conflict, Culture Contact, Family Role, Foreign Culture, Higher Education, Intercultural Programs, Language Instruction, Latin American Culture, Sociocultural Patterns, Sociology, Student Exchange Programs, Study Abroad  
Identifiers—\*Colombians

This volume is intended as a guide to cross-cultural communication for American guests and Colombian hosts interacting with each other. For this study, American guests and Colombian hosts were asked to talk about themselves and each other. Part one, "Scenes of Guest-Host Miscommunication," discusses scenes of interaction between the guest and host in the household, with particular reference to bathroom, bedroom, and living-dining areas. Part two, "Role Relationship of the American Guest," deals with the relationship between the American guest and his host family in general and between the guest and specific family members. Finally, implications for foreign language teachers and cross cultural trainers are discussed. (Author/AM)

**ED 131 093** TM 005 761

*Frederiksen, Norman*

**How to Tell if a Test Measures the Same Thing in Different Cultures.**

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-76-7

Pub Date—Aug 76

Note—12p.; Paper presented at the Congress of the International Association of Cross-Cultural Psychology (3rd, Tilburg, The Netherlands, July 13, 1976)

**EDRS Price MF-50.83 HC-51.67 Plus Postage.**

Descriptors—Analysis of Covariance, \*Culture Free Tests, Factor Analysis, Item Analysis, \*Statistical Analysis, \*Testing Problems, \*Test Validity

A number of different ways of ascertaining whether or not a test measures the same thing in different cultures are examined. Methods range from some that are obvious and simple to those requiring statistical and psychological sophistication. Simpler methods include such things as having candidates "think aloud" and interviewing them about how they solved the problem, and techniques such as using pantomime or moving pictures to give instructions. Another approach is to make the tests different in such a way that they measure the same construct so that they are functionally equivalent. The variety of approaches that require statistical

methods include analysis of covariance, comparing test performances at the level of the test items (e.g., comparing item difficulties), item characteristic curve theory, factor analysis, and a construct validity approach. An understanding of the psychological processes involved in performing the tasks involved in taking a test item, or performing an experimental task in a laboratory, is prerequisite to making judgments as to whether a test is measuring the same thing in two cultures. The methods described provide ways to improve the understanding of such processes. (RC)

**ED 131 133** UD 016 520

*Penner, Louise A. Anh, Tran*

**A Comparison of American and Vietnamese Value Systems.**

Note—37p.

**EDRS Price MF-50.83 HC-52.06 Plus Postage.**

Descriptors—American Culture, Beliefs, \*Comparative Analysis, \*Cross Cultural Studies, Cultural Context, Cultural Differences, Cultural Factors, Educational Background, Educational Experience, Ethnic Groups, Group Norms, \*Moral Values, \*Personal Values, Sex Differences, \*Social Values  
Identifiers—\*United States, \*Vietnam

The similarities and differences in value systems between Americans and Vietnamese are investigated in this study. A national sample of 1,427 Americans was given Rockeach's (1969) value survey. The scale was then translated into Vietnamese and given to a randomly selected group of 349 Vietnamese living in South Vietnam shortly before the fall of Saigon. Three comparisons of value systems were made: (1) overall differences between Americans and Vietnamese; (2) differences between males and females in the two countries; and (3) differences between individuals with comparable amounts of education in the two countries. Among the results reported are: (1) Vietnamese are more concerned about their security and less concerned about their individual freedom than are Americans; (2) the value systems of males in the two countries tend to be more similar than the value systems of women; (3) college educated Vietnamese respondents are more like their American counterparts than are less educated Vietnamese; and (4) in many respects, the values of college educated Vietnamese are more similar to Americans' values than to those of other Vietnamese. Two conclusions are made. What primarily differentiates the respondents in the two countries is not their goals in life, but the means by which these are reached. (2) These value differences seem to be due to the Confucian influence in Vietnam and may be less modifiable by experiential factors than terminal values. (Author/AM)

**ED 131 179** UD 016 612

*Brislin, Richard W., Ed.*

**Topics in Culture Learning, Volume 4, 1976.**

Hawaii Univ., Honolulu. East-West Center.

Pub Date—Aug 76

Note—83p.

Available from—East-West Center, East-West Culture Learning Institute, 1777 East-West Road, Honolulu, Hawaii 96822 (Price not quoted)

Document Not Available from EDRS.

Descriptors—Anthologies, \*Asian Studies, Cognitive Processes, Communication Problems, \*Cross Cultural Studies, Cultural Exchange, \*Culture Contact, Delivery Systems, Human Services, Inter-group Relations, Language Development, Learning Processes, \*Psychological Studies, \*Research Problems, Social Change, Social Sciences  
Volume 4 of an annual series, this issue focuses chiefly on a variety of perspectives relating to cross-cultural research. The major article is comprised of 15 topics encompassing cognitive and affective aspects of culture contact, language and communication, and culture exchange. The topics address Japanese perceptions of foreigners, learning of nationality stereotypes in childhood, ethnic stereo-

types in a multiethnic nation, learning prejudices in school, values and culture contact, development of referential communication in Japanese children, verbal learning and thinking skills of Australian aboriginal children, nonverbal aspects of communication, bilingualism and cognition, a research note on women administrators in a developing society, recent developments in Australian aboriginal education, a study of education and culture in the Philippines, acculturation in the Pacific, assimilation through marriage in Thailand, and the social significance of race and sex in acculturation. Other articles deal with emerging issues in cultural relations, cultural mechanisms in community language learning, delivery of psychological services in non-Western settings, creative writing across two cultures, the culture assimilator, and cultural exchange in the social sciences. (RJ)

ED 133 096 RC 009 553

Zaslavskaya, Tatiana Ivanovna. *And Others*. **Multidimensional Typology of Rural Communities as a Means of Studying Employment Structures.** USSR Academy of Sciences, Novosibirsk. Pub Date—Aug 76

Note—28p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Community Change, \*Community Development, \*Employment Patterns, Foreign Countries, Human Capital, Living Standards, Rural Areas, \*Rural Development, \*Social Development, Social Indicators, Social Services, \*Socioeconomic Influences, Trend Analysis, \*Typology

Identifiers—Siberia, USSR, World Congress of Rural Sociology (4th)

The prediction, planning and management of the social development of a rural region presupposed typologization of its communities. This study aimed to: build an overall social typology of the rural communities in Siberia; elucidate the role of employment structure among other type-forming factors of social differentiation; build a special typology of communities by employment structure; investigate the essence and intensity of the shifts in the employment structure between 1967 and 1972; and study the relationship of dynamic shifts in employment to its initial structure in 1967. Data were derived from 2 surveys which described 157 rural communities in Siberia by several social indicators in 1967 and 1972. A "linguistic method" of data processing on computer which combined factor analysis with automatic classification of objects was used. It was shown that the differences in the social status of certain communities were reduced to differences by three factors: social-branch employment structure, educational level, and level of social services rendered to the population. Concurrent examination of the first two factors discerned community types with different social, industrial, and skill structure of employment. The analysis of dynamic shifts between 1967 and 1972 indicated that their nature was essentially different for those community types which were discerned according to the 1967 statistics. (Author/NQ)

ED 133 097 RC 009 555

Topilina, Vera Sergeevna. **Typology of Leisure of Rural People.** USSR Academy of Sciences, Novosibirsk. Pub Date—Aug 76

Note—25p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Age, Behavior, Community Development, Demography, Fo-

reign Countries, \*Leisure Time, \*Life Style, Recreation, \*Rural Population, Sex Differences, Social Systems, \*Socioeconomic Influences, \*Typology

Identifiers—USSR (Novosibirsk), World Congress of Rural Sociology (4th)

Utilizing data from a 1972 sociological survey of rural inhabitants working in the public economy of the province of Novosibirsk, this study examined leisure as an element of the residents' life style. Rural residents with common leisure behaviors were identified through the classification of the behavior's function and quality. Leisure functions were classified as: recreation—walks in the woods, fishing, hunting, hiking; spiritual consumption—reading, concerts, seeing films; and creative activity—gardening, sewing, knitting, participation in amateur theatrical societies. Each behavior was arranged by leisure diversity (number of functions performed). "Quality" of leisure (degree to which urban patterns had been assimilated) was classified as: weakly urbanized—traditional and time-honored rural leisure behaviors; middle-urbanized—oriented equally to time-honored and relatively new leisure behaviors; and urbanized—relatively new forms of leisure. Sociodemographic data of the population were also obtained—sex, age, education, skills, office, income, and the community's socioeconomic development (degree of urbanization and industrialization). Findings included: men were typical representatives of urbanized leisure and women of weakly urbanized leisure; over half of the holders of weakly urbanized leisure were in pre-retired and retired age; holders of mid-urbanized leisure were from 30 to 50 years of age; and holders of urbanized leisure were slightly younger and more educated. (NQ)

ED 133 100 RC 009 558

Bartelmann, Robert. **The Relationship Between Town and Country as a Factor Pertaining to Environmental Engineering and the Development of Ways of Life in Rural Areas.**

USSR Academy of Sciences, Novosibirsk. Pub Date—Aug 76

Note—13p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agriculture, Community Development, \*Environmental Influences, \*Environmental Research, Foreign Countries, Humanization, Industrialization, \*Life Style, Regional Planning, Relationship, \*Rural Areas, Rural Economics, Social Factors, Socialism, \*Social Systems, Socioeconomic Influences, Spatial Relationship

Identifiers—East Germany, World Congress of Rural Sociology (4th)

The relationship between town and country as a factor pertaining to the development of the environment and the ways of rural life is illustrated by the experience gained during the development of the German Democratic Republic. Within the framework of socialized production and the whole social and political life under socialist conditions, town and country form a single entity. The development of industry is generally a determinant factor for the town, which socially and politically form the centres of the working class. Determinant for the land are generally agriculture and the cooperative farmers who are closely allied to and approaching the working class. A peculiarity associated with agricultural production is that the natural environment is utilized for the satisfaction of human needs. The expression of the ability of agricultural industry to continually reproduce and improve the natural resources which have been used is an important problem associated with the society's development and growth. Fundamentally necessary conditions for this ability are created by the town's industries, the building industry, the sciences, educational facilities,

and other social institutions. The achievements of the working class, the intelligentsia and others gainfully employed in society serve the agricultural industry. The financial and material means for the development of an intensive, highly productive agricultural industry are produced not only by the agricultural industry itself, but come, to a certain extent, from socialised funds. (NQ)

ED 133 101 RC 009 559

Photiadis, John. *Simoni, Joseph J.* **The Changing Nature of Rural Religious Institutions.**

Pub Date—Aug 76

Note—23p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-50.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, Christianity, \*Church Role, \*Comparative Analysis, Foreign Countries, Futures (of Society), Identification (Psychological), Interaction Process Analysis, International Studies, \*Religion, \*Rural Areas, Social Change, \*Social Integration, Social Systems, State Church Separation, Values

Identifiers—"Appalachia," \*Greece, United States, World Congress of Rural Sociology (4th)

The contributions to societal integration of the flexible and diversified religious institution of rural Appalachia in the United States were compared and contrasted with the contributions of the more or less monolithic and state-controlled rural church in Greece. It was found that the process of integration of rural society into the larger social system has been better served in the U.S., particularly in rural Appalachia, than in European countries, especially Greece. Religious pluralism in Appalachia has functioned to alleviate the anxieties of the socially maladjusted whose needs are not met by other established social institutions, and also has displayed the flexibility needed to function as a status maintenance and stabilization vehicle for those who have done well (having achieved social mobility) in society. Thus, in addition to its generally pluralistic nature, and skillfulness in securing membership and participation, the Appalachian rural religious institution has provided more opportunities than the rural Greek church (and probably other European churches) for the alleviation of anxieties produced by modern societal changes. These research findings offer support for surveys which indicate that the U.S. religious institution, as compared to other Christian nations, especially European ones, has been the most successful in this respect. (Author/NQ)

ED 133 102 RC 009 570

Ryvkin, Rozalina Vladimirovna. *Koriakina, Irina Mikhailovna*

**Comparative Characteristic of Job Mobility and Job Career of Different Demographic Groups in Rural Population.**

USSR Academy of Sciences, Novosibirsk.

Pub Date—Aug 76

Note—20p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, \*Age, Career Change, Career Ladders, \*Comparative Analysis, Employment Experience, Foreign Countries, Job Tenure, Labor Force, \*Males, Occupational Clusters, \*Occupational Mobility, \*Rural Population, Sex Differences, \*Working Women

Identifiers—USSR (Novosibirsk), World Congress of Rural Sociology (4th)

The job mobility and job career of rural women of three generations (16-20, 30-54, and 55 and older) were compared to those of rural men. Data were derived from questionnaires given to the rural peo-

le of the Novosibirsk province during surveys conducted in 1967 and 1972. Two data arrays were used—605 questionnaires mechanically selected from the 1967 sample and 2,300 questionnaires of workers interviewed in 1972. Two types of mobility were discerned: horizontal and vertical. Jobs were classified into eight groups according to the nature of work (manual-nonmanual, supervising-non-supervising), required education (comprehensive and special), and wages: labourers, farm labourers, urban attendants; animal breeders pig tenders, cowherds, cow keepers; animal breeders-milkmaids, calfwomen, poultry women; workers in services sphere and clerical workers; equipment, tractor and combine operators, truck drivers, plumbers; specialists of middle-level skills and middle-level managers; agriculturalists; and key specialists and top managers. Degree of mobility was measured by the number of jobs held during their work history. Findings included: women were less mobile; younger workers were considerably more mobile than the aged; among all groups vertical mobility prevailed over horizontal; the percentage of upward mobility was twice as high as downward mobility; the number of women with upward job careers was half that of men; and the job career of women was on the average shorter than that of men. (NQ)

ED 133 115 RC 009 591

Fleischer, K. Muller, I.  
**Spare Time of People Working in Socialist Agriculture in the German Democratic Republic.**  
Pub Date - Aug 76

Note—11p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**  
Descriptors \*Agricultural Laborers, Change Strategies, \*Cooperatives, Educational Attitudes, Enrichment Activities, Foreign Countries, \*Individual Development, \*Leisure Time, \*Man Days, Personal Growth, Recreation, \*Social Systems, Time, Time Blocks, Working Hours  
Identifiers \*East Germany, World Congress of Rural Sociology (4th)

The German Democratic Republic's (GDR) Constitution says that "members of cooperative farms are responsible for the creation, on the basis of existing laws, of their own working and living conditions." This also applies to regulations of working hours, holidays, and paid leaves. The total time available per day to members of cooperative farms was examined through autoethnographic investigations made at definite time intervals. Each person was required to give written information about the time required for the various activities performed during one day (24 hours) for a week. Total time was divided into working hours and work-related time, time for familial duties and chores, time for satisfying physiological needs, and leisure time. A comparison of the results with those of previous studies indicated that the further development of productive forces and conditions of production in GDR agriculture resulted in the disproportions between working hours and leisure time, which previously had been characteristic of the situation of individual farmers and agricultural workers, being eliminated. Findings included: members of cooperative farms spent a large proportion of their leisure time watching television or in public work (honorary work out of ordinary working hours for a social, political, or cultural organization); from 0 to 7.5% of leisure time was used for active and passive participation in sporting and artistic events while 6.2 to 23% was used for resting and relaxing; and the collective use of leisure for cultural purposes was increasing in importance. (NQ)

ED 133 116 RC 009 592

Nicholson, Beryl  
**The Structure of the Household Economy in Rural North Norway.**  
Pub Date—Aug 76

Note—25p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**  
Descriptors \*Agricultural Laborers, Consumer Economics, \*Developed Nations, Economic Change, \*Economics, Employment, Family (Sociological Unit), Farmers, Foreign Countries, Human Geography, Income, Money Management, \*Multiple Employment, \*Occupational Surveys, Productivity, \*Rural Economics, Rural Population, Socioeconomic Influences  
Identifiers—\*Norway, World Congress of Rural Sociology (4th)

In Norway, one of the world's most developed nations, a considerable proportion of households still obtain income from more than one source. From the time rural North Norway was settled, households have combined production for sale with production for their own consumption and have exploited various resources to do so. The household's requirements determine how its resources are to be allocated and the relative amounts of income it obtains in cash and kind from each source. Household priorities are thus translated into a pattern of consumption, defined broadly to include free time. The strategy adopted for obtaining an income of not only the required size, but also of the required composition, is determined by this desired consumption pattern. In an economic system such as this, concepts such as job or occupation are limited in their usefulness. The activities performed in order to earn a living cannot be defined as jobs, or even part-time jobs. Of greater importance for the composition of the income spectrum is the "Technological and Administrative Task Environment" (TATE) which is defined as "a social constellation within which any household decision-maker technically acts". A household which exploits more than one income source has the advantage of not being entirely constrained by the section of the TATE associated with any one of them. Generally it has enough flexibility to alter the balance of its activities if circumstances change. (Author/NQ)

ED 133 117 RC 009 593

Dragunov, Mincho  
**The Character of the Modern "Village" Settlement.**  
Pub Date - Aug 76

Note 8p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**  
Descriptors \*Community Change, Community Characteristics, \*Community Development, Comparative Analysis, Economic Factors, Futures (of Society), \*Life Style, \*Municipalities, \*Rural Areas, \*Rural Urban Differences, Social Change, Urbanization  
Identifiers—World Congress of Rural Sociology (4th)

The theoretical differentiation of the village from the town is made on the basis of a complex of characteristics, which includes: the village was engaged mainly in agriculture; the culture, living conditions and organization of public services were far behind those of the town; the village did not exercise the functions of an administrative, cultural, financial and production center of other settlements; the village had up to 10,000 inhabitants; and the density of living was qualitatively lower compared to the town. However, today some changes have occurred in these characteristics and in their complex. Today the majority of the inhabitants are engaged in "industrial" labour (in factories, transport, public services) outside the village or in small enterprises in their own village. The agricultural labour has become a subtype of the industrial labour. In terms

of culture, living conditions, and organization of public services, the village has become equal to, or has an apparent tendency to become equal to, the town. The quantity of population loses much of its large community significance because today people travel much more and use other contemporary means of communication. As the village rises above agriculture, the town also "rises above" management since many of the city people occupying managerial posts can live in well organized nearby villages. Thus, the village way of life tends to become equal to the way of life in the town. (NQ)

ED 133 118 RC 009 594

Yacoub, Salah M.  
**Land Reform and Its Effects on Rural Community Development in Selected Near Eastern Countries.**  
Pub Date—Aug 76

Note—39p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**  
Descriptors—Agricultural Production, Area Studies, Community Characteristics, \*Community Development, Community Involvement, Developmental Programs, \*Economic Development, Foreign Countries, Futures (of Society), \*Land Settlement, Land Use, \*Rural Development, Rural to Urban Migration, \*Social Development, Socioeconomic Influences  
Identifiers—Iraq, Jordan, Syria, World Congress of Rural Sociology (4th)

The effects of land reform programs on community development and the overall socioeconomic development in the three Near Eastern countries of Jordan, Iraq, and Syria were assessed. Land reform was defined as the redistribution of rights in land ownership and management; reform in the land tenancy patterns; and land settlements, including the transformation of nomadism to settled farming, particularly on newly reclaimed land. Measures taken by Lebanon and Saudi Arabia in the area of nomadic settlement and land reclamation were also analyzed. The analysis of the effects was only a preliminary one due to the lack of adequate empirical scientific evidence on the subject. It has shown that among the main purposes of undertaking land reform measures were: accomplishing an equal distribution of agricultural wealth, alleviating social injustices in peasant societies, and economic growth. However, the majority of the measures in the region were not considered successful. Among the effects of land reform were: the regulation of the relationship of peasants with their landlords; the opportunity for peasants to become land owners; the substantial increase in agricultural land; an increase in the farmer's income and agricultural production; in Iraq and Syria drastic measures affected very deep rooted values and traditions; and since human development was not emphasized, social services were still lacking. (NQ)

ED 133 120 RC 009 598

Smith, Richard Chase  
**The Amuesha People of Central Peru: Their Struggle to Survive.** IWGIA Document No. 16.  
International Work Group for Indigenous Affairs, Copenhagen (Denmark).

Report No.—IWGIA-16  
Pub Date—74  
Note—44p.  
Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220 Copenhagen K, Denmark (\$1.20)

**Document Not Available from EDRS.**  
Descriptors—American History, \*American Indians, Area Studies, \*Culture Conflict, Disadvantaged Groups, \*Economically Disadvantaged, Economic Disadvantage, Economic Factors, Foreign Countries, Government Role, \*Land Settlement, Social History, \*Socioeconomic Background

Identifiers—"Amuesha," Peru, South America

In 1742, the national liberation movement led by Juan Santos Atahualpa forced the Franciscan missionaries, their military back-up, and the Spanish colonists they brought, out of central Peru and allowed the Amuesha and Campa peoples of the area to continue determining their own destinies independent of the Spanish and later Peruvian occupational forces. In 1881, after 139 years of absence, the Franciscan Order returned to the area, entering the Chorobamba valley, inhabited exclusively by Amuesha peoples, where they founded the mission post: "Nuestra Señora de la Asunción de Quillazú". After 80 years of "protection" by the Franciscans, 8 years of legal battles with the mission and its tenant farmers, and 5 years of social and economic justice as administered by the Agrarian Reform program, the Amuesha in Quillazú are finding themselves in a continually more precarious economic situation. By usurping their lands and renting them to outsiders and then selling all the lumber from their forests, the mission has eliminated the Amuesha's traditional means of satisfying their economic needs. Although they are now dependent on manufactured goods and on the monetary system for acquiring them, they have been left with no means for participating in the money economy. They are trapped in a situation of permanent poverty, dependent on the production of their small plots of coffee and on selling their labor to local hacienda owners for any money income. At the same time, their lands continue to be colonized by outsiders. (Author/NQ)

ED 133 121 RC 009 600  
Riester, Jürgen

**Indians of Eastern Bolivia: Aspects of Their Present Situation.** IWGIA Document No. 18.  
International Work Group for Indigenous Affairs, Copenhagen (Denmark).

Report No.—IWGIA-18  
Pub Date—75  
Note—71p.  
Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220 Copenhagen K, Denmark (\$2.00)

**Document Not Available from EDRS.**  
Descriptors—"American Indians, Cultural Differences," "Culture Conflict," "Culture Contact, Economic Disadvantage, Economic Factors, Foreign Countries, Futures (of Society), History, Population Trends, Religious Factors, Sociocultural Patterns," "Socioeconomic Background," "Tribes, Values

Identifiers—"Bolivia (East), South America  
Of the 41 Indian tribes in Eastern Bolivia, the very existence of 29, averaging 200 members, is threatened because their numbers have so reduced that only in certain cases could direct assistance be useful. Of these 29 tribes, it is certain that 16 will not last until the end of the seventies due to epidemics, violent subjugation, and exploitation. Twelve tribes, averaging 9,950 members, could survive if proper assistance is swiftly given. However, these Indians live in an environment of external domination where in order to secure their subsistence and that of their families, they must submit to dependence, and in which their own cultural values and habits are worthless. The ruling class considers the Indian to be an inferior being to be used as an object for attaining their own ends. Eastern Bolivian Indians are in reality an element which has been totally integrated into the global economic system of the country's ruling classes, whose existence can only be understood as a function of an overall political system. This paper describes the present situation of the: Chiriguano, Matoko, Chiquitano, Pausama, Paraguaris, Mojos, Movimas, Chirimes, Chulupis, Pakahuars, Yuquis, Sirionos, Chakobos, and La Loma Santa. Historical events are referred to only when they are relevant to an understanding of the Indian cultures. (Author/NQ)

ED 133 122 RC 009 602

Chiappetta, Jean

**The Brazilian Indigenous Problem and Policy: The Aripuana Park.** AMAZIND/IWGIA Document No. 19.

International Work Group for Indigenous Affairs, Copenhagen (Denmark).  
Report No.—AMAZIND/IWGIA-19  
Pub Date—75  
Note—25p.  
Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220 Copenhagen K, Denmark (\$0.90)

**Document Not Available from EDRS.**  
Descriptors—"American Indians," "Culture Conflict, Culture Contact, Developing Nations, Economic Factors, Foreign Countries, Government Role, Group Relations, Health Conditions, Land Settlement, Medical Services," "Policy," "Reservations (Indian), Sex Role," "Socioeconomic Background

Identifiers—"Aripuana Park," "Brazil, South America  
Aripuana Park was established in 1969 to give the still isolated Surui and other Broad-Belt Indians a chance of survival at the time when Brazil was launching its "conquest of the Amazon". The Park is situated on both sides of the Upper Aripuana and extends to the Roosevelt and Jurueva rivers. The Indians are located at the sources of the tributaries of these two rivers, in order to avoid "contact with Whites". Almost immediately after its establishment, the reserve began to be invaded by numerous prospecting firms and the Indians began to be contaminated with all kinds of epidemics. In spite of several presidential decrees, but with the approval of FUNAI (National Indian Foundation), and in compliance with an Indian Statute which "serves the cause of those who passed it more than that of the natives", the reserve was recently crossed by highways. There is no territorial protection for the majority of the Indians since the Park was established east of the area inhabited by the Surui and the Mojar. Large concentrations of settlers are developing their plantations and their prospecting in native territory. Game is beginning to run short for the Indians, and infectious contagion is spreading without any vaccination campaign having been undertaken. If something is not done soon (i.e., medical assistance, effective protection of native land, better control of epidemics, etc.), these Indians may disappear completely. (Author/NQ)

ED 133 123 RC 009 602

Rodriguez, Nemesio J.  
**Oppression in Argentina: The Matico Case.** IWGIA Document No. 21.

International Work Group for Indigenous Affairs, Copenhagen (Denmark).  
Report No.—IWGIA-21  
Pub Date—75  
Note—39p.  
Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220 Copenhagen K, Denmark (\$1.20)

**Document Not Available from EDRS.**  
Descriptors—"Aggression," "Agriculture," "American Indians, Community Attitudes," "Culture Conflict, Disadvantaged Environment, Economic Factors, Ethnic Groups, Foreign Countries, Group Relations, Integration Effects," "Land Settlement," "Socioeconomic Background

Identifiers—"Argentina, Maticos, South America  
The Matico Indians are members of the Matico-Matagueno family which included several different groups that to some extent were related culturally speaking. According to the National Indigenous Census, there are 21,800 Matico in Argentina today. The six Matico settlements, situated in the land belt which extends from Pozo del Mortero to Laguna Yema on the north down to the Teuco River on the south, are El Castor, Los Esteros, Sol de Mayo, Moriteros, Chasqui, and Pozo del Mortero.

These villages have a subsistence economy. The communal work done by the Matico settlements in order to survive includes food gathering, fishing, hunting, agriculture, and woodcutting for the "obraje" (timber establishments). This paper discusses the friction between white and indigenous people in the area which is influenced by agriculture (the land problem) and the "obraje" (the exploitation problem). Concrete cases of aggression between whites and Indians in each of the six settlements are described and the violence in its different forms (non-physical and physical) is systematized. The appendices include a discussion of the deficiencies of the National Indigenous Census statistics and a short newspaper article titled "Extremists' Refuge in an Aborigine Cooperative in the Chaco". (Author/NQ)

ED 133 174 SE 021 730

Moore, Philip H.  
**Life on Guam: Farm & Garden.**

Guam Dept. of Education, Agaña.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date—76  
Note—39p.; For related documents, see SE 021 731-733; Contains occasional light type

**EDRS Price MF\$0.83 HC\$2.06 Plus Postage.**  
Descriptors—"Agriculture," "Botany, Ecology," "Instructional Materials," "Secondary Education," "Secondary School Science," "Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, "Gardens, Guam

This unit is a part of a series of materials produced by a project to develop locally applicable class, lab, and field materials in ecology and social studies for Guam junior and senior high school. While the materials were designed for Guam, they can be adapted to other localities. This unit is designed to interest the student in growing plants for home use. The publication includes sections on: (1) plant nursery; (2) backyard gardening; (3) backyard crops; (4) hydroponics; and (5) plant reproduction. Both background material and activities are included. (RH)

ED 133 175 SE 021 731

Elkins, Gail  
**Life on Guam: Geology.**

Guam Dept. of Education, Agaña.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date—76  
Note—63p.; For related documents, see SE 021 730-733; Contains occasional light type

**EDRS Price MF\$0.83 HC\$3.50 Plus Postage.**  
Descriptors—"Earth Science," "Geology," "Instructional Materials, Natural Resources," "Secondary Education," "Secondary School Science," "Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Guam

This unit is a part of a series of materials produced by a project to develop locally applicable class, lab, and field materials in ecology and social studies for Guam junior and senior high schools. While the materials were designed for Guam, they can be adapted to other localities. This unit is designed to acquaint the students with the geology of Guam. Sections in the book include: (1) rocks, (2) how Guam was formed, (3) weathering and erosion, (4) earthquakes, (5) soil, and (6) water. Both background materials and activities are included. (RH)



ED 133 176

SE 021 732

*Fulanow, Margie Cushing***Life on Guam: Savanna, Old Fields, Roadsides.**

Guam Dept. of Education, Agaña.

Spons Agency Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date 76

Note- 79p.; For related documents, see SE 021 730-733; Contains small and light print in Appendix; Photographs may not reproduce well

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**Descriptors \*Biology, Botany, \*Ecology, \*Environment, \*Instructional Materials, Secondary Education, \*Secondary School Science, Units of Study (Subject Fields), \*Zoology  
Identifiers Elementary Secondary Education Act Title III, ESEA Title III, \*Guam

This unit is part of a series of materials produced by a project to develop locally applicable class, lab, and field materials in ecology and social studies for Guam junior and senior high schools. While the materials were developed for Guam, they can be adapted to other localities. The unit stresses the uniqueness of natural Guam, especially the plants and animals. The changes that occur in the natural life also receive emphasis. Seventeen activities are included. (R11)

ED 133 177

SE 021 733

*Shufar, Jeffrey E.***Life on Guam: Schoolyard Ecology.**

Guam Dept. of Education, Agaña.

Spons Agency Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date 76

Note 47p.; For related documents, see SE 021 730-732

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

Descriptors Biology, Earth Science, \*Ecology, \*Environment, Field Instruction, Field Studies, \*Instructional Materials, \*Secondary Education, \*Secondary School Science, Units of Study (Subject Fields)

Identifiers Elementary Secondary Education Act Title III, ESEA Title III, \*Guam

This unit is part of a series of materials produced by a project to develop locally applicable class, lab, and field materials in ecology and social studies for Guam junior and senior high schools. While the materials were designed for Guam, they can be adapted to other localities. This unit introduces students to basic techniques for studying a schoolyard, neighborhood, backyard, or any other area. The monograph includes ten activities. (R11)

ED 133 263

SO 009 677

*Llanes, Jose R.***Moving toward Cultural Pluralism. Part I: The Process of Enculturation.**

Pub Date Sep 76

Note 17p.; Paper presented at the annual meeting of the World Education Association (Honolulu, Hawaii, July 1976)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**Descriptors \*Acculturation, \*Asian Americans, Behavioral Science Research, Case Studies, Community Attitudes, \*Community Study, \*Cultural Pluralism, Culture, Ethnic Studies, Immigrants, Minority Groups, Minority Role, \*Social Environment, \*Sociocultural Patterns, Sociology  
Identifiers California (San Francisco)

Culture is viewed from a sociological perspective through presentation of a case study of social consciousness in San Francisco. Referring to the work of Milton Gordon, the author discusses two theories of social integration. The first theory of assimilation is defined as a process of social and psychological adherence to a core society. The second theory of pluralism is defined as a compounding of different activities and values to make up a group spirit. The enculturation of people in San Francisco is dis-

cussed in terms of four composite psychological characteristics—concern, tolerance, internationalism, and pluralism. These characteristics are related to the social process factors of immigration, minority assimilation, ethnic communality, and economic predominance. Vietnamese immigrants are an example of a group which is assimilated linguistically, racially, and sociopolitically into Asian- and French-speaking groups in San Francisco. Reasons given for this assimilation include the desirability of joining a thriving and self-sustaining cultural group, the wish to share linguistic and cultural preferences, and common values. The differences between identification assimilation and enculturation are described. The need for further research into the coexistence of cultures in pluralistic settings is noted. References are included. (Author/DB)



**ED 003 119**

SEIBERT, WARREN F. AND OTHERS  
INTERNATIONAL SEMINAR ON INSTRUCTIONAL TELEVISION, OCTOBER 8-18, 1961.

Purdue Univ., Lafayette, Ind.  
Report No.—NDEA-VIIB-087  
Pub Date—61  
Contract—OEC-SAE-9429  
Note—218P.

**EDRS Price MF-50.83 HC-51.17 Plus Postage.**  
Descriptors—\*Educational Television, Instructional Innovation, International Education, \*Seminars, \*Television Curriculum, \*Workshops  
Identifiers—INDIANA, LAFAYETTE

VARIOUS MAJOR DEVELOPMENTS IN INTERNATIONAL INSTRUCTIONAL TELEVISION WERE PRESENTED FROM THE UNITED KINGDOM, FRANCE, JAPAN, CANADA, UNITED STATES, AND ITALY. ALSO, SEVERAL PAPERS DISCUSSED (1) PROBLEMS, FUNCTIONS, AND TRENDS, (2) THE IMPACT OF INSTRUCTIONAL TELEVISION ON THE CLASSROOM TEACHER, (3) PRODUCTION FACILITIES AND EQUIPMENT, (4) EDUCATIONAL, PSYCHOLOGICAL, AND COMMUNICATIONS RESEARCH, AND (5) SPECIAL USES OF TELEVISION IN EDUCATION. REPORTS AND RECOMMENDATIONS OF WORKING GROUPS AND COMMITTEES WERE ALSO INCLUDED. (HB)

**ED 003 151**

DUKE, BENJAMIN C.

**SURVEY OF EDUCATIONAL MEDIA RESEARCH IN THE FAR EAST, INSTRUCTIONAL USES AND RESEARCH DIRECTION, STUDY 3-NEW MEDIA FOR INSTRUCTION.**

International Christian Univ., Tokyo (Japan).  
Report No.—BULL. 1963, NO. 40, NDEA-VIIB-134; OE-34025  
Pub Date—63  
Contract—OEC-NDEA-SAE-9347  
Note—191P.

**EDRS Price MF-50.83 HC-510.83 Plus Postage.**  
Descriptors—\*Audiovisual Aids, Audiovisual Programs, Conferences, Educational Television, Instructional Aids, Instructional Films, \*Instructional Materials, Media Research, \*National Surveys, Surveys

Identifiers—ASIA, JAPAN, TOKYO  
A SURVEY WAS CONDUCTED IN ASIA TO LEARN OF DEVELOPMENTS IN EDUCATIONAL MEDIA RESEARCH AND EXPERIMENTATION. THE PURPOSE OF THE PROJECT WAS TO COMPILE, TRANSLATE, AND PUBLISH EDUCATIONAL MEDIA MATERIALS FROM THE MAJOR ASIAN COUNTRIES AND TO MAKE THE INFORMATION AVAILABLE IN THE UNITED STATES. THE PRINCIPAL INVESTIGATOR VISITED 20 COUNTRIES IN THE FAR EAST AND THE SOUTH PACIFIC. DURING THESE VISITS, 10 COUNTRIES WERE SELECTED TO PARTICIPATE DIRECTLY IN THE SURVEY, AND A LOCAL REPRESENTATIVE WAS SELECTED AS THE PROJECT ADVISER. EACH ADVISER COLLECTED MATERIALS AND FORWARDED REPORTS TO THE TOKYO OFFICE FOR A PERIOD OF 10 MONTHS. THE REPORTS WERE COMPILED AND DISCUSSED DURING A 1-WEEK CONFERENCE IN TOKYO. INCLUDED IN THE FINAL REPORT IS A BRIEF OVERVIEW OF THE EDUCATIONAL SITUATION IN THE FAR EAST, A COUNTRY-BY-COUNTRY DESCRIPTION OF EDUCATIONAL MEDIA PROGRESS, A SUMMARY OF THE CONFERENCE, AND RESEARCH ABSTRACTS AND CASE STUDIES. IT WAS DISCOVERED THAT NATIONAL AUDIOVISUAL PROGRAMS HAVE BEEN ESTABLISHED IN MOST ASIAN COUNTRIES.

THEY ARE USUALLY INFLUENCED AND SUPPORTED BY AMERICAN AID AND FUNCTION AT THE HIGHER ADMINISTRATIVE LEVELS OF EDUCATION. ONLY IN THE CASE OF JAPAN HAS THERE BEEN EXTENSIVE LOCAL INFLUENCE. (JC)

**ED 003 166**

ELY, DONALD P.

**SURVEY OF EDUCATIONAL MEDIA RESEARCH AND PROGRAMS IN LATIN AMERICA.**

Syracuse Univ., N.Y. Newhouse Communications Center.

Report No.—NDEA-VIIB-418  
Pub Date—65  
Contract—OE-4-16-003  
Note—108P.

**EDRS Price MF-50.83 HC-56.01 Plus Postage.**

Descriptors—\*Educational Research, \*Media Research, Questionnaires, \*Research Methodology, \*Surveys

Identifiers—LATIN AMERICA, NEW YORK, SYRACUSE

A SURVEY OF EDUCATIONAL MEDIA RESEARCH IN 19 LATIN AMERICAN COUNTRIES WAS CONDUCTED AND ASSESSED. ITS PURPOSE WAS TO IDENTIFY, REPORT, AND DISSEMINATE INFORMATION ON THOSE AGENCIES AND PERSONNEL ENGAGED IN SUCH RESEARCH. A PRELIMINARY ANALYSIS DETERMINED WHICH AGENCIES WERE CONDUCTING OR HAD ACCESS TO EDUCATIONAL MEDIA RESEARCH. A QUESTIONNAIRE WAS SENT TO DETERMINE FURTHER INFORMATION ON THE EXTENT OF EACH COUNTRY'S EDUCATIONAL MEDIA. THE FINAL SAMPLE CONSISTED OF 64 PERSONS REPRESENTING 28 DIFFERENT AGENCIES IN 7 COUNTRIES WHERE RESEARCH PROGRAMS WERE IDENTIFIED, DATA FROM LETTERS, QUESTIONNAIRES, INTERVIEWS, AND THE RESEARCH STUDIES THEMSELVES WERE COMPILED. DESCRIPTIONS OF MEDIA RESEARCH IN 19 COUNTRIES AT THE TIME OF THE REPORT PUBLICATION ARE INCLUDED. (HB)

**ED 003 779**

HARRISON, J. A.

**SURVEY OF EUROPEAN RESEARCH IN AUDIO-VISUAL AIDS.**

National Committee for Audio-Visual Aids in Education, London (England).

Report No.—NDEA-VIIB-139  
Pub Date—62  
Note—318P.

**EDRS Price MF-51.00 HC-516.73 Plus Postage.**

Descriptors—\*Audiovisual Aids, Instructional Materials, Mass Media, \*Media Research, \*Surveys

Identifiers—\*BIBLIOGRAPHY, ENGLAND, EUROPE, LONDON

A COMPREHENSIVE BIBLIOGRAPHY IS PRESENTED COVERING PUBLISHED REPORTS AND PAPERS FROM 1945 TO 1961 ON THE DEVELOPMENT, APPLICATION, AND EVALUATION OF NEW EDUCATIONAL MEDIA IN EUROPE. THE BIBLIOGRAPHY IS BROADLY BASED AND INCLUDES ACADEMIC RESEARCH, EXPLORATORY WORK, EXPERIMENTS WITH NEW METHODS, AND SURVEYS. ENTRIES ARE CLASSIFIED UNDER 10 SECTIONS—(1) FILMS, (2) STILL-PROJECTED MEDIA, (3) NONPROJECTED MEDIA, (4) MUSEUMS, (5) PERCEPTION, (6) RADIO, (7) DISC AND TAPE RECORDINGS, (8) TELEVISION, (9) TEACHING MACHINES, AND (10) GENERAL AUDIOVISUAL AIDS AND MASS MEDIA. EACH ENTRY CONTAINS THE REPORT TITLE, AUTHOR, SOURCE, AND COUNTRY OF ORIGIN. AB-

STRACTS ARE LIMITED TO RESEARCH REPORTS DIRECTLY RELATED TO LEARNING. (JH)

**ED 003 790**

BROWN, ROBERT M.

**AFRICAN MUSIC SPEAKS, NO. 6-PROJECT CUE, A TV UTILIZATION SHEET.**

New York State Education Dept., Albany.  
Report No.—NDEA-VIIB-324-6  
Pub Date—64  
Note—43P.

**EDRS Price MF-50.83 HC-52.06 Plus Postage.**

Descriptors—\*Educational Television, Foreign Countries, \*Foreign Culture, \*Instructional Aids, \*Teaching Guides, Teaching Techniques, Television Curriculum, \*Visual Aids

Identifiers—ALBANY, NEW YORK, PROJECT CUE

FOURTEEN SETS OF EDUCATIONAL TV UTILIZATION GUIDE SHEETS WERE PREPARED AS TEACHER AIDS. THESE SHEETS COVER SUCH AREAS AS SYNOPSIS OF SUBJECT, SUGGESTED PREPARATION (PRETELECAST), KEY WORDS, WHAT PUPILS SHOULD LOOK AND LISTEN FOR, SUGGESTED FOLLOWUP ACTIVITIES, SUGGESTED RELATED ACTIVITIES, SUGGESTED EVALUATION, AND SUGGESTED RELATED MATERIALS. AFRICAN MUSIC, AFRICAN ART, AFRICAN CULTURE, INDONESIA, CAMBODIAN CULTURE, BUDDHISM, PHILIPPINE ART AND CULTURE, AND BRAZIL ARE AMONG THE SUBJECTS COVERED IN THESE UTILIZATION SHEETS. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (GD)

**ED 003 803**

SCHRAMM, W. AND OTHERS

**OCCASIONAL PAPERS ON PROGRAMED INSTRUCTION, I. PROGRAMED INSTRUCTION IN OTHER COUNTRIES.**

Stanford Univ., Calif. Inst. for Community Research.

Report No.—NDEA-VIIB-322-4  
Pub Date—63  
Note—92P.

**EDRS Price MF-50.83 HC-54.67 Plus Postage.**

Descriptors—\*Foreign Countries, \*Programed Instruction, Programming, \*Teaching Machines  
Identifiers—CALIFORNIA, FRANCE, JAPAN, SOVIET UNION, STANFORD, UNITED KINGDOM

REPORTS WERE PRESENTED ON THE DEVELOPMENT AND STATE-OF-THE-ART OF PROGRAMED INSTRUCTION IN THE UNITED KINGDOM, JAPAN, FRANCE, AND THE SOVIET UNION. KENNETH AUSTWICK, UNIVERSITY OF SHEFFIELD, HIGHLIGHTS THE PICTURE IN THE UNITED KINGDOM WHERE INTEREST HAS GROWN RAPIDLY SINCE 1961. THE AUTHOR POINTS OUT THAT PERHAPS THE MOST EXCITING WORK IS BEING DONE BY GORDON PASK IN THE UNITED KINGDOM, WHO IS DEVELOPING EXTRINSICALLY ADAPTIVE TEACHING MACHINES. MITOI NIISHIMOTO, DIRECTOR OF THE AUDIOVISUAL CENTER, INTERNATIONAL CHRISTIAN UNIVERSITY, REPORTS ON DEVELOPMENTS IN JAPAN, WHERE A BRIGHT FUTURE FOR TEACHING MACHINES AND PROGRAMED LEARNING IS PREDICTED. GEORGE DECOTE, BROOKLYN COLLEGE, NEW YORK, REVIEWS THE STATUS OF PROGRAMED INSTRUCTION IN FRANCE. PERSONNEL AND ORGANIZATIONS ACTIVE IN THE FIELD ARE DISCUSSED. DEVELOPMENTS IN THE SOVIET UNION ARE PRESENTED BY HARMAT VOGT, UNIVERSITY OF MARBURG. PAR-

TICULAR ATTENTION IS DEVOTED TO CYBERNETICS IN THEORY AND PRACTICE IN SOVIET EDUCATION. NUMEROUS DEVELOPMENTS ARE REPORTED. (JC)

ED 018 441 TE 499 994

**LEVINSON, MELVIN E.**  
**CONVEYING AN EMPATHIC UNDERSTANDING OF THE CIVILIZATION OF THE INDIAN-PAKISTANI SUBCONTINENT THROUGH THE USE OF AN INTEGRATED SERIES OF SELECT FILMS. FINAL REPORT.**

City Univ. of New York, N.Y. Brooklyn Coll.

Report No.—BR-6-8312

Pub Date—10OCT67

Note—78P.

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**

Descriptors—Audiovisual Aids, \*Cross Cultural Training, Cultural Awareness, Cultural Differences, \*Cultural Exchange, \*Empathy, \*Films, \*Foreign Culture, Indians, Inservice Programs, Inservice Teacher Education, Instructional Films Identifiers—ASIA, INDIAN PAKISTANI SUBCONTINENT

THIS PROJECT TESTED A METHOD FOR DEVELOPING "AUDIO-VISUAL LITERACY" AND, AT THE SAME TIME, AN EMPATHIC UNDERSTANDING OF ANOTHER CIVILIZATION THROUGH THE USE OF A SERIES OF SELECT FILMS. THE POPULATION CONSISTED OF 28 TEACHERS IN AN IN-SERVICE COURSE AND CLASSES LATER TAUGHT BY IN-SERVICE TRAINED TEACHERS IN FIVE SECONDARY SCHOOLS—THREE IN SLUM AREAS AND ONE OF HIGH SCHOOL STUDENTS READING ON A THIRD- AND FOURTH-GRADE LEVEL. FOR ALL GROUPS THE SAME SERIES OF FILMS, THE SAME METHOD, EVEN THE SAME BASIC QUESTIONS WERE USED. THE RESULTS IN ALL CASES WERE GRATIFYING, AS EVALUATED BY A TEAM OF EDUCATIONAL SOCIOLOGISTS AND PSYCHOLOGISTS, AND INDICATE THAT THE METHOD HAS SIGNIFICANT POTENTIAL. THE METHOD, ADAPTIBLE ALSO TO MOST OTHER MEDIA, REVOLVES AROUND THE USE OF THREE QUESTIONS—(A) "WHAT DO YOU SEE," (B) "WHAT DO YOU HEAR," (C) "WHAT INFERENCES CAN WE MAKE ABOUT THE PEOPLE AND THEIR WAY OF LIFE ON THE BASIS OF THE DATA WE HAVE AMASSED BY FIRST ANSWERING QUESTION (A) THOROUGHLY," (C) "WHAT IN THE FILMS CAUSES US TO FEEL THE WAY WE DO," OR "WHAT IN OUR BACKGROUND OR EXPERIENCE MAY CAUSE US TO REACT THE WAY WE DO TO THE FILM." QUESTION (C) IS BASED ON THE ASSUMPTION (1) THAT PERCEIVING AND CONCEIVING ARE CULTURALLY INFLUENCED AND THAT STUDENTS CAN BE MADE AWARE OF THIS, AND (2) THAT A GROWING SENSITIVITY TOWARD THE SELF AND THE OTHER ARE PROFOUNDLY INTERRELATED. THE METHOD TAKES ADVANTAGE OF STOP AND HOLD FEATURES ON THE BELL AND HOWELL NO. 552 16MM. PROJECTOR. (AUTHOR)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**  
 Descriptors—"Film Production, Films, \*Government Role, \*Guidelines, \*History Identifiers—Canada, National Film Board of Canada

The National Film Board of Canada has, through its films, achieved a world-wide influence, and its uniqueness lies in its administrative structure and its place in the Canadian Government which has enabled it to survive while similar organizations in other countries have succumbed to political and film industry pressures. This study offers a critical assessment of the reasons for the Board's success, with a view to formulating very general principles as to how a film board might be run successfully. The success of a film board is related to the formal structure of the board. National predisposition, though unmeasurable, is important. It is essential that the government be a social democracy, and that the commercial film industry not be too powerful. A more detailed comparative study of film boards all over the world which have similar aims is recommended, so as to determine what strengths, weaknesses, and problems they all have in common. (GO)

ED 039 996

*Frustro, Tomas Ybarra*

**Artifacts of Mexico.**

Center for the Study of Migrant and Indian Education, Toppensh, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—68P.

Available from—Center for the Study of Migrant and Indian Education, P.O. Box 329, Toppensh, Washington 98948 (\$2.00)

**Document Not Available from EDRS.**

Descriptors—"Art Products, Clothing, \*Cultural Background, Folk Culture, Games, \*Handicrafts, \*Latin American Culture, \*Mexican Americans, Toys

Artifacts from Mexico are described and illustrated (1) to assist the Mexican American child in retaining pride in his social, historical, and cultural past and (2) to promote understanding by teachers and students of the cultural background of the Mexican American. The descriptions relate both the purposes for which the objects were created and the importance of the objects to the life styles of the Mexican people. Categories of artifacts presented are clothing, folk and festive items, household items, and toys and games. (JH)

ED 050 570

*MacKinn, Eva And Others*

**ITV and Education of Children of Migrant Farm Workers, Indians, and Inner-City Poor: Cross-Cultural Comparisons of International Uses of Media. Volume 1.**

American Univ., Washington, D.C. Development Education and Training Research Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jan 71

Contract—OEC-3-8-080471-0059(020)

Note—195p; See also HC-S10.03, EM 008 931

**EDRS Price MF-S0.83 HC-S10.03 Plus Postage.**

Descriptors—"American Indians, Community Colleges, \*Comparative Education, Compensatory Education, Compensatory Education Programs, Correspondence Study, Culture Conflict, \*Disadvantaged Youth, Educationally Disadvantaged, Educational Radio, Educational Strategies, Educational Television, Inner City, Junior Colleges, \*Migrant Child Education, Migrant Youth, Program Evaluation, Program Proposals, Remedial

(ITV) as the core component in an instructional system designed to meet the special needs of the educationally disadvantaged children of migrant farm workers, of American Indians, and of the inner-city poor was appraised. The educational problems of each of these three groups were assessed and differentiated from the problems of educationally disadvantaged children in general. After a survey of the use of ITV systems to meet similar needs in other countries, the ITV systems used in Australia, Israel, Japan, and New Zealand were chosen for in-depth study. The ways in which these systems deal with such problems as introducing the core television approach, overcoming resistance to ITV, the effect of the student-to-system relationship on the learning process, reducing the consequences of sporadic school attendance, upgrading the skills of teachers, and teaching basic skills in language and mathematics were studied in detail. When the experiences of these ITV systems were used to evaluate ITV in terms of the particular needs of each of the three target groups, it was found that the use of ITV to present a core curriculum would be an effective means of accomplishing significant reforms only in the education of American Indian children. A special analysis was also made of the potential role of ITV in junior and community colleges. (JY)

ED 050 571

*Kimmel, Paul And Others*

**ITV and Education of Children of Migrant Farm Workers, Indians, and Inner-City Poor: Cross-Cultural Comparisons of International Uses of Media. Volume II: Case Studies.**

American Univ., Washington, D.C. Development Education and Training Research Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jan 71

Contract—OEC-3-8-080471-0059(020)

Note—192p; See also Volume I, EM 008 930

**EDRS Price MF-S0.83 HC-S10.03 Plus Postage.**

Descriptors—"Administrative Organization, \*Case Studies, \*Comparative Education, Correspondence Study, Curriculum Development, \*Educational Radio, Educational Strategies, Educational Television, Feedback, Instructional Systems, Program Costs, Program Evaluation, Rural Education, Secondary Education, Teacher Education, Television Teachers

Identifiers—"Australia, \*Israel, \*Japan, \*New Zealand, NHK, Nippon Hoso Kyokai

In order to appraise the usefulness of instructional television (ITV) as the core component in instructional systems designed to meet the special needs of the educationally disadvantaged children of migrant farm workers, American Indians, and the inner-city poor, a study was made of the use of ITV programs to meet similar needs in other countries. The four in-depth case studies which supported this appraisal are presented here: educational radio and television in Australia, ITV in Israel, the Nippon Hoso Kyokai (NHK) Gakuen (high school) program in Japan, and educational radio in New Zealand. These case studies provide detailed information on the functioning of each program which goes beyond appraising its potential for the educationally disadvantaged in the United States to a complete description of the program and its place in the educational system of the country as a whole. The programs used in Australia, New Zealand, and Japan rely on correspondence courses to supplement the instruction provided on

ED 029 488 EM 005 352

*James, C. Rodney*

**The National Film Board of Canada and Its Task of Communication. Final Report.**

Ohio State Univ., Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

**ED 053 036** SO 001 622  
*Vestal, Theodore M.*  
**Motion Pictures for the Study of India: A Guide to Classroom Films.**

Educational Resources Center, New Delhi (India).  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.; State Univ. of New York, Albany.  
Pub Date—[70]  
Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Area Studies, Audiovisual Aids,  
\*Cross Cultural Studies, Films, Humanities, \*Non  
Western Civilization, Resource Guides, Social  
Studies, \*Sound Films  
Identifiers—Asia, India

After a three year review of films on India available in the United States, the Resource Center offered this guide to those motion pictures adjudged best for use in American classrooms. There are twelve documentary films and four commercial feature films included for use at any level of school, college, or university study: Child of the Streets; A Future of Ram; Gandhi (Twentieth Century Series); Gandhi (Biography Series); I Am Twenty; Image of India: The Hindu Way; India: Haunting Passage; Kipling's India; North Indian Village; Radha and Krishna; and, The Sword and the Flute. The feature film section is limited to four Bengali Features, produced and directed by Satyajit Ray, because they are the best and most appropriate for audiences in the United States. SO 001 619 through SO 001 623 are related documents. (Author/SBE)

**ED 057 877** LI 003 390  
*Samuelson, Kjell A. H. W.*  
**World-Wide Information Networks.**

Spons Agency—American Library Association,  
Chicago, Ill.; Office of Education (DHEW),  
Washington, D.C.  
Pub Date—70

Note—54p.; (133 References); Working Group E-4  
Available from—In "Proceedings of the Conference  
on Interlibrary Communications and Information  
Networks," edited by Joseph Becker. American  
Library Association, 50 E. Huron St., Chicago, Ill.  
60611 (\$15.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Automation, Conferences, \*Information  
Networks, \*Information Systems, \*International  
Programs, \*Library Cooperation, \*Library  
Networks

Identifiers—\*Interlibrary Communications  
The future paths of research and development towards world-wide, automated information networks in full operation are examined. From international networked planning and projects under way it appears that exploratory as well as normative approaches have been taken. To some extent adequate technological facilities have already come into existence but, on the whole, formalized goal-setting is still lacking. Consequently, there is also a general lack of outspoken priorities for step-by-step implementation of modular information systems to meet short-term objectives. It is emphasized that the use of system analysis expertise for policy-making and early planning is necessary before purposive design of global information networks can be envisaged. (Other papers from this conference are available as LI 003360 through LI 003389) (Author)

**ED 077 513** LI 004 340  
*Samore, Theodore, Comp.*  
**Acquisition of Foreign Materials for U.S. Libraries.**

Wisconsin Univ., Milwaukee.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.  
Pub Date—73

Note—370p.;(200 References)  
Available from—The Scarecrow Press, Inc. 52 Liberty  
Street, Metuchen, N.J. 08840  
**Document Not Available from EDRS.**

Descriptors—Federal Programs, \*Foreign Language  
Books, \*Foreign Language Periodicals, \*Library  
Acquisition, Library Collections, Library  
Materials, \*Library Material Selection, Microforms

Major American research and university libraries, and even college and medium to large public libraries, are steadily expanding their acquisition of foreign materials. In view of this development, a two-week institute on the Acquisition of Foreign Materials was held at the University of Wisconsin-Milwaukee in 1971. The basic purpose of the institute was to familiarize the participants with both traditional and newly developed procedures and methods for the acquisition of library materials from foreign countries, thereby strengthening these resources by increasing the efficiency of the acquisition process institutionally and nationally. The objectives were to identify and discuss techniques, procedures and problems to the acquisition of various kinds of foreign materials by all types of libraries; acquaint participants with on-going cooperative acquisitions programs, and explore additional possibilities; discuss the problems relating to special materials; and, to examine and evaluate the latest methods of acquiring current and non-current foreign materials. The 38 papers given at the institute are grouped under the following headings: Cooperative and Federal acquisition programs; Sources of foreign materials: gifts and exchanges, bookdealers, auctions; Acquisition programs in specific areas; and the Acquisition of special materials. (Author/SJ)

**ED 082 446** EM 011 247  
**Standards and the Education Consumer.**

Educational Media Council, Inc., Washington, D.C.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.  
Pub Date—73  
Note—91p.

Available from—Educational Media Council, Inc.,  
1346 Connecticut Avenue, N.W., Washington,  
D.C. 20036 (\$3.00)

**Document Not Available from EDRS.**  
Descriptors—Conference Reports, \*Development,  
\*Educational Equipment, Educational Technology,  
Equipment Standards, \*Evaluation, International  
Education, \*Performance Specifications,  
\*Standards, Technology

The presentations and discussions at a two-day seminar held in Washington, D.C. in November 1971 are compiled here. They deal with the composite perplexity of the education consumer in his need for standardization of equipment, technology and materials. It is in part a statement of problems and in part the product of a concerted effort by some 70 experts to recommend solutions to those difficulties. Eight papers on the following topics are included: standards in a nonstandard world, the development of standards, international aspects of standardization, the relationship of standardization to educational effectiveness, compatibility among standards, the power of educators to force standardization upon manufacturers, the evaluation and validation of standards, and alternatives for action. Following each paper is a summary of discussions about it by the seminar participants, focusing upon the problems raised and the short-range ameliorative and long-range solution strategies which can be devised to deal with those problems. (PB)

**ED 086 565** SO 006 220  
*Stoudinger, Susan*  
**Multi-Media Techniques in International Education.**

Pub Date—[73]  
Note—5p.  
Available from—Susan Stoudinger, Department of  
Political Science, University of South Florida,  
Tampa, Florida 33620 (Single copies, no charge)

**Document Not Available from EDRS.**  
Descriptors—Higher Education, \*Instructional  
Media, \*International Education, \*Multimedia  
Instruction, Program Descriptions, Speeches,  
Teaching Procedures, \*Teaching Techniques,  
World Affairs, \*World Problems

The use of hard data and software equipment in an introductory comparative politics and/or international relations course provides a change from a standard lecture course. Through the use of data and machines, theoretical/conceptual frameworks can be experientially assimilated, taking on greater significance in the learning process. For example, one could construct a conceptual exercise based on the stratification of power in international systems. First, the concept should be thoroughly discussed in class and the applicability of the exercise predetermined by the teacher, both crucial factors to insure the usefulness of the "hands on" experience. Then a data deck with each unit card describing a country in terms pertinent to the definition of power, land area, GNP, and other factors, (various data sources are noted) should be assembled and a code book to decipher the deck provided. After students are presented with deck, codebook, software equipment such as a counter/sorter, and instruction in the latter, they are ready to begin. (JH)

**ED 110 002** IR 002 270  
**Film Resources on Japan.**

Michigan Univ., Ann Arbor. Audio-Visual Education Center. Office of Education (DHEW), Washington, D.C. Div. of International Education.  
Report No.—P0-0-75-0002  
Pub Date—75

Note—59p.  
Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (\$1.20)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Audiovisual Aids, \*Catalogs, \*Educational  
Resources, Film Production, \*Films, \*Filmstrips, \*Foreign Language Films, Instructional  
Media, Mass Media  
Identifiers—Japan

Sixteen millimeter motion pictures dealing with Japan are listed alphabetically by title and annotated. Length of film, whether color or black and white, and name of producer or distributor is given for each, and a subject index is provided. Films produced before 1960, "sponsored" films, and 35 mm filmstrips are listed without annotations. A list of distributors is included. (SK)

**ED 127 909** IR 003 845  
*Purlata, Salvatore J., Jr.*  
**Superfilms: An International Guide to Award-Winning Educational Films.**

Pub Date—76  
Note—365p.  
Available from—Scarecrow Press, Inc., P.O. Box  
656, Metuchen, New Jersey 08840 (ISBN 0-  
8108-0953-2, \$13.50)

**Document Not Available from EDRS.**  
Descriptors—Awards, \*Filmographies, \*Films,  
Guides

This filmography lists more than 1,500 educational films that have earned honors in at least one of 259 film festivals in the United States and abroad. This guide is in six parts: (1) a listing of subject index categories; (2) a programming guide (topical index); (3) an alphabetical list of film descriptions; (4) an alphabetical list of festivals, events and competitions; (5) a company-title index; and (6) sales and

rental sources of the film distributors. Each description includes film length, prizes won, a synopsis of contents, format, producer, and suggested audience. (EMH)

**ED 128 852** CS 202 971  
Meix, Guy T.  
**Paris Commune Imagery in China's Mass Media.**  
Pub Date—76

Note—38p; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976).

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**  
Descriptors—Imagery, \*Information Dissemination, Journalism, \*Mass Media, Persuasive Discourse, Political Influences, \*Political Socialization, \*Propaganda, Rhetorical Criticism  
Identifiers—China, Paris Commune, Shanghai Peoples Commune

The role of ideology in mass media practices is explored in an analysis of the relation between the Paris Commune of 1871 and the Shanghai Commune of 1967, two attempts to translate the philosophical concept of dictatorship of the proletariat into some political form. A review of the use of Paris Commune imagery by the Chinese to mobilize the population for political development highlights the critical role of ideology in understanding the operation of the mass media and the difficulties the Chinese have in continuing their revolution in the political and bureaucratic superstructure. (Author/AA)

**ED 129 249** IR 004 025  
Ashford, John And Others  
**Cooperation in Library Automation; the COLA Project.**

London and South Eastern Library Region (England).  
Spans Agency—British Library, London (England).  
Research and Development Dept.  
Report No.—OSTI-R-5225  
Pub Date—75

Contract—BLR-D-SI/G/120  
Note—6p; Summary only of a 75 page book published in England

Available from—Complete book, London and South Eastern Library Region, 9/10 Alfred Place, London WC1E 7EB, England (OSTI Report no. 5225; ISBN 0-903764-05-9; 2.70 English pounds)

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Computer Programs, Computers, \*Library Automation, \*Library Cooperation, Models  
Identifiers—\*British Library, Minicomputers, United Kingdom

The first stage of a study on the potential for collaborative development in library automation involved a study of more than 150 recent reports and papers, and visits to library sites in the United Kingdom, Scandinavia, West Germany, and the United States. Systems models were advanced to provide a basis for testing development proposals. Further study was recommended on the following topics: (1) minicomputer based library package systems; (2) the problems of handling non-MARC materials in computerized systems; and (3) the potential for a library oriented computer language. It was concluded that cooperation in library automation is both practical and desirable. (Author/EMH)

**ED 129 251** IR 004 027  
Spannaus, Linda Taby Spannaus, Timothy W.  
**School Media Programs Handbook for St. Croix, U.S. Virgin Islands.**

Saint Croix Library Association, Christiansted, Virgin Islands.  
Pub Date—76  
Note—33p; Studies in Virgin Islands Librarianship No. 11; Not available in hard copy due to print quality of original

**EDRS Price MF-0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Instructional Materials Centers, Librarians, Library Administration, Library Instruction, Library Material Selection, \*Library Programs, Library Science, Library Technical Processes, Manuals, Media Specialists, \*School Libraries  
Identifiers—\*Virgin Islands (Saint Croix)

Guidelines are provided for applying standard library procedures, policies, and practices to the unique conditions in St. Croix, United States Virgin Islands, school libraries and media centers. The following policy areas are considered: (1) staff job descriptions; (2) administration; (3) materials selection; (4) organization, circulation, and cataloging; (5) media center instruction; (6) self-produced materials; (7) in-service training; (8) public relations; and (9) maintenance. (EMH)

**ED 129 252** IR 004 028

*Espinosa-Almestica, Julia*  
**Bookmobiles in the Virgin Islands; a Study of Mobile Library Service in St. Croix, U.S. V.I.**  
Saint Croix Library Association, Christiansted, Virgin Islands.  
Pub Date—72  
Note—10p; Studies in Virgin Islands Librarianship No. 12

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Bookmobiles, Library Circulation, Library Services, \*Public Libraries  
Identifiers—\*Virgin Islands (Saint Croix)

The St. Croix bookmobile has a greater circulation than both island libraries despite some serious breaks in service caused by equipment failures, lack of personnel, and bad weather. Radical shifts in the island population have added to the service problems by complicating the planning of routes. There has been no significant change or improvement in library services on St. Croix since 1958 when the bookmobile was introduced. The island needs an additional bookmobile to provide more regular service and to add new and proposed communities to the existing routes. (KB)

**ED 129 253** IR 004 029

*Haitzig, Harold C.*  
**The Library or Media Center in Education in the Virgin Islands.**  
Saint Croix Library Association, Christiansted, Virgin Islands.  
Pub Date—Jun 73

Note—21p; Paper presented at the St. Croix Library Association Annual Fall Meeting (2nd, St. Croix, Virgin Islands, October 27, 1972); Studies in Virgin Islands Librarianship No. 9

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Elementary Education, Instructional Materials Centers, Librarians, \*Library Role, \*School Libraries, Secondary Education, Speeches  
Identifiers—\*Virgin Islands

Difficulties specific to the Virgin Islands and the general rapid advances in technology require the rethinking of the role of libraries. Libraries and media centers should be called "information centers" to reflect the explosion of information which is outdating the traditional media. Plans are underway in the Virgin Islands to develop computer information links with the mainland United States and Puerto Rico. These links would have profound implications for such a geographically remote area. Current problems of librarians in Virgin Islands schools, however, have little to do with computers. The rote-learning curriculum and the frequent use of librarians as babysitters restrict the library's effectiveness. Rates of college failure among graduates of Virgin Islands schools and the high dropout rate reflect the lack of orientation toward individual needs. Students should be liberated to explore and analyze in their own ways. The library can facilitate needed instructional individualization. Appendixes

accompanying this speech include a record of the question answer period which followed. (KB)

**ED 129 272** IR 004 054

This is NHK 1976-77.  
Japan Broadcasting Co., Tokyo  
Pub Date—76

Note—36p.  
**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**  
Descriptors—\*Annual Reports, Audiences, \*Broadcast Industry, Educational Radio, Foreign Countries, Production Techniques, Programming (Broadcast), \*Public Television, Television Surveys  
Identifiers—\*Japan, NHK, \*Nippon Hoso Kyokai

Nippon Hoso Kyokai (NHK), the Japanese Broadcasting Corporation, operates two public television, two medium wave radio and one VHF-FM public radio networks. NHK derives its support from receiver fees. Under the 1950 Broadcast law which established NHK as a public broadcasting organization, the Prime Minister appoints NHK's Board of Governors and the National Diet approves its budget. The government is restrained under the law from interfering with programming, however. NHK broadcasting standards are supplemented by extensive public surveying in making program determinations. News, educational, cultural and entertainment programs plus special documentaries are presented over NHK stations. NHK's overseas system broadcasts in 21 languages. The network operates a Radio and TV Culture Research Institute and a Public Opinion Research Lab in addition to technical research division. Since 1972 NHK has had a budget deficit. New management techniques and higher fees have recently been instituted. Appendixes to the corporation report include public opinion polls, technical descriptions, and a brief history of NHK. (KB)

**ED 129 296** IR 004 081

**Multinational Exchange Mechanisms of Educational Audio-Visual Materials. Situation and Suggestions.**

Center of Studies and Realizations for Permanent Education, Paris (France).

Spans Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
Div. of Methods, Materials, and Techniques.

Pub Date—Dec 75  
Note—77p; For a related document see IR 004 082  
**EDRS Price MF-0.83 HC-\$4.67 Plus Postage.**  
Descriptors—Administrative Problems, \*Audiovisual Aids, \*Exchange Programs, Feasibility Studies, Financial Problems, Information Systems, Instructional Materials, \*Instructional Media, \*International Programs, Legal Problems, Models, National Programs, Organization, \*State of the Art Reviews, Surveys

An analysis of existing multinational audiovisual materials exchange organizations, including five nonproducing and three producing national systems and seven nonproducing and five producing international networks, provided the data for an analysis of problems associated with cooperative endeavors, some suggestions for appropriate institutional structures, and various strategies for implementing sharing arrangements. Four models were abstracted from the data. Model A organizations provide information through cataloging existing audiovisual materials. Its members obtain materials from different producers. Model B organizations stock and distribute materials which are purchased or produced by its members. Members of Model C determine their audiovisual materials policies collectively. Model D pursues three objectives: pooling or common creation of production tools. The structures, implementation strategies, and problems confronted by exchange mechanisms are functions of their objectives. Problems can be overcome through clear specification of goals by the concerned coun-

better to progressively apply existing mechanisms as needed to address the needs to evolve rather than create a complex exchange mechanism all at once. Appendices to the report are contained in a companion volume. (KB)

**ED 129 297** IR 004 082  
**Multinational Exchange Mechanisms of Educational Audio-Visual Materials. Appendices.**  
Center of Studies and Realizations for Permanent Education, Paris (France).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Methods, Materials, and Techniques.

Pub Date—Dec 75

Note—131p. For a related document see IR 004 081

**EDRS Price MF-0.83 HC-\$7.35 Plus Postage.**  
Descriptors—Audiovisual Aids, Copyrights, \*Exchange Programs, Film Libraries, Information Centers, Instructional Materials, \*Instructional Media, International Programs, Library Automation, National Programs, \*Program Descriptions

These appendices contain detailed information about the existing audiovisual material exchanges which served as the basis for the analysis contained in the companion report. Descriptions of the objectives, structure, financing and services of the following national and international organizations are included: (1) Educational Resources Information Center (ERIC); (2) Dokumentationsressourcen Padagogik (DOPAE), West Germany; (3) the Data Bank Omistat Fur Film Und Bild in Wissenschaft Und Unterricht (FWU), West Germany; (4) Data Bank with Direct Access of the University of Quebec (BADADUQ); (5) the proposed Didactics Library of the University of Quebec; (6) National Office for Technical Development, Hungary; (7) Council of Education Technology (CET), United Kingdom; (8) French Office of Modern Educational Techniques (OFRATEME); (9) Eolienne Editions, France; (10) European Documentation and Information System for Education (EUDISED); (11) Association of Universities Partially or Wholly in the French Language (AUFELF); (12) International Council on Teaching Methods (CIME); (13) European Union of Radio Broadcasting; and (14) Nordisk Voksen-Undervisningsprojekt (NOVU). In addition, excerpts from 1974 reports on national and international disposition toward copyrights and problems posed by medium transfers, dubbings and program duplication are included. A 1975 French study of film library automation is outlined. (KB)

**ED 132 651** EA 008 930  
*Vickery, D. J.*  
**Television and School Building Design in the Asian Region. School Building Design 14.**

Asian Regional Inst. for School Building Research, Colombo (Sri Lanka).

Spons Agency United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—[70]

Note—7p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Design Needs, \*Educational Television, Elementary Secondary Education, \*Facility Guidelines, Facility Requirements, Interior Space, Media Technology, \*School Planning, Space Utilization, \*Visual Environment

Identifiers—\*Asia

Television plays an important part in the process of teaching and learning in a number of countries in the Asian Region. Although television can be used in any normal classroom, there are a few aspects of television viewing that, if considered at the design stage, will result in greater convenience. This digest

geometry of viewing, considering classroom shapes, sizes, and window locations; illumination level; and acoustics. Also included is an outline of the space requirements for the installation of broadcasting studios in schools. (Author/MLF)

**ED 132 849** FL 008 248  
*Mollica, Anthony*  
**Italian Culture through Audio-Visual Aids.**  
Pub Date—Dec 75

Note—35p. Paper presented at the annual meetings of the Modern Language Association/American Association of Teachers of Italian (San Francisco, California, December 27, 1975)

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**  
Descriptors—\*Audiovisual Aids, Audiovisual Instruction, Cartoons, Cultural Awareness, \*Cultural Differences, Culture, Films, Filmstrips, \*Italian, \*Language Instruction, Maps, Music, Newspapers, \*Second Language Learning, Slides, Teaching Methods, Visual Aids, Vocabulary, Vocal Music

Identifiers—Dialogs (Language Learning)

The language teacher automatically teaches culture when he teaches language, but there are many ways in which the Italian teacher can specifically bring culture to the Italian classroom. Through use of vocabulary certain differences in culture can be made clear to students. Dialogues should be used to reveal major areas of contrast and similarity between the two cultures. Slides may be used to tell anecdotes (about famous Italians, for example) followed by a listening comprehension question. Proverbs, if used carefully, can give new insights into the values of Italian society. Native speakers can be used in the classroom as catalysts in discussions which bring out cultural differences. Students may have personal contact with native speakers by means of international correspondence; they could exchange letters or perhaps tapes. Teachers should collect articles and illustrative material, including cartoons and advertisements, from Italian magazines and newspapers. Slides and filmstrips provide an excellent visual element and should be used to emphasize various aspects of Italian life, while the film is perhaps the best vivid medium of presentation. Songs are of great help for the acquisition of both linguistic and cultural knowledge. Lastly, maps can be used to teach Italian geography. Also discussed are Nelson Brooks' list of concepts that are central to the analysis of a culture - symbolism, value, authority, order, ceremony, love, honor, humor, beauty, and spirit. (Author/CFM)

**ED 133 103** RC 009 571  
*Bame, K. N.*

**Some Traditional and Modern Media for Generating Social Change in Rural Africa: A Study of Some Traditional and Modern Media for Communicating Family Planning in Ghana.**

Pub Date—Aug 76

Note—48p. Not available in hard copy due to marginal legibility of original document. Paper presented at the World Congress of Rural Sociology (4th, Varun, Poland, August 1976)

**EDRS Price MF-0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adoption (Ideas), Change Strategies, Comparative Analysis, Developing Nations, \*Family Planning, Folk Drama, Foreign Countries, Group Discussion, Illiterate Adults, \*Information Dissemination, \*Mass Media, \*Rural Population, \*Rural Urban Differences, \*Social Change, Urban Population

Identifiers—Africa, \*Ghana, World Congress of Rural Sociology (4th)

Conducted in two phases, the study assessed and compared the effectiveness of various modern mass communication media and two traditional media for

teaching change. The session was used as the traditional modes of communication; the modern media used were the radio, television, mobile cinema vans, handbills in English and local languages, posters, and personal contacts by field workers. The sample consisted of 1,985 married individuals between 15 and 45 years of age from 4 rural and 3 urban communities—Tsitto, Essarkyir, Kurunom, Badu, Adabraka, and Effiduasi. In the first phase, a comic play based on family planning was performed and discussions by town or village family planning discussion groups were held in the rural communities. In the second phase, respondents in all 6 communities were interviewed using a 38-item questionnaire. A focused interview (with persons who had actually attended the comic play) was conducted using a shorter 4-page questionnaire. Findings included—rural respondents named modern media as the source of their family planning information more often than the rural respondents; literate respondents named the modern media as the source of their information while illiterate respondents named the traditional media as their source; and a higher percentage of the literate than the illiterate had adopted family planning. (NQ)

**ED 134 174** IR 004 340  
**Co-Production of Teaching Resources under the Auspices of the Council of Europe. Catalogue for 1976.**

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Report No.—DECS/EGTC (76) 48

Pub Date—76

Note—63p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Biology Instruction, \*Filmographies, Geography Instruction, \*Instructional Films, \*International Educational Exchange, International Programs, Physics Instruction, Science Instruction, \*Teacher Education

Identifiers—Council for Cultural Cooperation, Council of Europe

Listed and described are films produced through a system of international cooperation; subject areas are physical geography, biology, physics, and teacher training. A brief history of the development of the production cooperative project is followed by a description of operating procedures. The objective is to coordinate the production of educational films by individual countries so that the films produced will have a wider cross-cultural acceptability and thereby increase the supply of films to all cooperating nations without additional costs. Plans for future productions using a wider spectrum of media are discussed. (STS)

**ED 136 276** CS 203 253  
**Developing World and Mass Media.**  
International Organization of Journalists, Prague (Czechoslovakia).

Pub Date—75

Note—128p. Keynote papers presented at the International Scientific Conference of the International Association for Mass Communication Research (Leipzig, German Democratic Republic, September 17-20, 1974)

**EDRS Price MF-0.83 HC-\$7.35 Plus Postage.**  
Descriptors—Cultural Factors, \*Developing Nations, International Education, \*Journalism, \*Mass Media, \*Media Research, Official Languages, Socioeconomic Influences, \*World Affairs

This volume presents six keynote papers submitted by noted scholars to the Working Group on Mass Media and Developing Nations at the International Scientific Conference of the International Association for Mass Communication Research held at Leipzig, Germany, in September 1974. The following titles are included: "Mass Media and Developing Nations: A Global Perspective of Mass

Communication and Its Research" (Kaarle Nordenstreng), "The Press in the Developing Countries of Asia and Africa: Its Social and Class Character and Function" (Azad Khadian Talviyev Ibragimov), "Mass Media in the Developing World: Four Conundrums" (John A. Lent), "Tasks and Problems of Mass Media in the Political, Ideological, Economic, and Cultural Process of Transformations in the Countries of Sub-Saharan Africa" (Werner Ullrich), "Communication Research in Latin America: The Blindfolded Inquiry?" (Luis Ramiro Baltran S.), and "The Formation and Development of National Languages and Their Importance for the Creation of Indigenous Mass Media in Africa" (Siegmond Brauner). (KS)

ED 136 285

CS 203 262

*Hachten, William A., Comp.*

**Mass Communication in Africa: An Annotated Bibliography.**

Wisconsin Univ., Madison.

Pub Date—71

Note—130p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*African Culture, \*Annotated Bibliographies, Bibliographies, Censorship, Freedom of Speech, Information Theory, Instructional Media, International Relations, Journalism, Journalism Education, \*Mass Media, Publicize, Radio, Telecommunication, Television

This bibliography lists and describes more than 500 works produced by American, European, and African scholars and writers, which concern African press, broadcasting, periodicals, film, and other facets of mass communication. Citations are organized under the following headings: "African Mass Communications in General," "African Politics, History, and Society," "Communication Theory and Method," "Newspapers: Under Colonial Rule or before 1960," "Newspapers: Since Independence or after 1960," "Radio Broadcasting," "Television," "Magazines, Rural Publications, etc.," "Press Freedom, Censorship, and Government Controls," "International News Flow and News Agencies," "Foreign Correspondents," "International Political Communication," "Training of Journalists," "Educational Media," "Satellites and Telecommunications," "Cinema," "Books," and "Advertising." Indexes of countries mentioned and of authors cited are included. (KS)

ED 139 706

SO 010 065

*Ching, Eugene. Comp. Ching, Nora C., Comp.*

**Audio-Visual Materials for Chinese Studies.**

American Association of Teachers of Chinese Language and Culture, New York, N.Y.

Pub Date—Oct 74

Note—178p.

Available from—American Association for Chinese Studies, Sun Yat Sen Hall, St. John's University, Jamaica, New York 11439 (\$3.00 paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Area Studies, \*Asian Studies, \*Audiovisual Aids, \*Chinese Culture, Comparative Education, Documentaries, Elementary Secondary Education, Films, Higher Education, Instructional Aids, \*Instructional Media, \*Nonwestern Civilization, Phonograph Records, Resource Guides, Visual Aids

Identifiers—\*China

This publication is designed for teachers of Chinese language and culture who are interested in using audiovisual materials to supplement classroom instruction. The listings objectively present materials which are available; the compilers have not attempted to evaluate them. Content includes historical studies, techniques of brush painting, myths, art forms, personal studies, and educational and economic documentaries. Grade level ranges from elementary to college level and adult. The four major sections include listings of audiovisual materials, addresses of producers and distributors,

subject index, and general index. Within the audiovisual materials section, items have been classified by categories to enable teachers to choose the kind of media they prefer. There are over 300 films, 61 feature-length films, nine videotapes, 122 filmstrips, 53 slide collections, 9 overhead transparency collections, 7 photographic series, 132 audiotapes, and 98 records. Annotations for each entry provide information about the producer, rental or purchase price, component parts, length, and a description of content. Materials are coded according to type in the subject and general indexes. (AV)



ED 044 870

EC 030 839

McHugh, M. F. Ed.

**Proceedings of the Fourth International Seminar on Special Education** (Cork, Ireland, September 8-12, 1969).

International Society for Rehabilitation of the Disabled, New York, N.Y.

Pub Date—69

Note—154p.

**EDRS Price MF-0.83 HC-\$8.69 Plus Postage.**

Descriptors \*Conference Reports, Early Childhood Education, \*Exceptional Child Education, \*Handicapped Children, Identification, \*International Organizations

Proceedings of the Fourth International Seminar on Special Education (Cork, Ireland, September 8-12, 1969) contain papers relating to the following themes: special education personnel, identification of the handicapped, general aspects of early education, special education methods, early education programs for the mentally handicapped, and early education programs for children with sensory and motor handicaps. Also included are the program schedule, the opening and concluding addresses, a list of seminar participants, and an author and title index to the 25 papers. (RD)

ED 059 554

EC 041 321

Chigier, E.

**The Use of a Group Approach in the Rehabilitation of Severely Retarded Adolescents in Agriculture in Israel. Final Report.**

Israel Association for Rehabilitation of Mentally Handicapped, Tel Aviv.

Spons Agency Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Oct 70

Note 184p.

**EDRS Price MF-0.83 HC-\$10.03 Plus Postage.**

Descriptors \*Adolescents, Demonstration Projects, \*Exceptional Child Research, Foreign Countries, Group Behavior, \*Group Dynamics, \*Mentally Handicapped, Vocational Education

Identifiers Israel

The project investigated aspects of group dynamics and group behavior with mentally retarded adolescents, aged 18 to 25 years with a mental age ranging from 3 to 7 years, who worked in citrusiculture in Israel. The report began with an examination of the peer group principle, its relationship to childhood, adolescence, and adulthood, and its application to the mentally retarded. A short review of literature concerned with group work with the retarded precedes a detailed account of the group behavior techniques used with four groups of retarded boys. The establishment of the group as a team of workers in the citrus fields was outlined, and the importance of physical education for the retarded was developed as it applied to the Israeli program. In an attempt for the retardates to gain admission to the open labor market as farm employees, attitudes of prospective employers in the rural area were surveyed. A followup study focused on the group relationships of the retardates after they had completed the initial research project. The second part of the report concerned a group discussion of the four group instructors and the chief investigator, in which all aspects of the program were analyzed in a conversational manner. (CB)

ED 067 153

PS 005 790

Vernon, Italy

**A Survey of Pre-school Programs for Handicapped Children in Three Small Countries: Switzerland, Holland, and Israel. Final Report.**

Spons Agency Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—30 Nov 71

Contract—OEG-0-71-0380(607)

Note—52p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors \*Child Care Centers, \*Clinics, \*Community Health Services, Day Care Programs, Developed Nations, Government Role, \*Handicapped Children, National Programs, Parent Role, \*Preschool Programs, Prevention, Surveys, Technical Reports

Identifiers—Holland, Israel, Switzerland

Preventive services, treatment services, and community health planning for the potentially and actually handicapped young child in Switzerland, Holland, and Israel are surveyed through visits and interviews with government, public and private agencies and institutions. Regarding preventive services, maintenance and/or integration of the natural family unit is the focal emphasis in all three countries. Treatment services for handicapped preschool children extend consultation or counseling primarily to the involved parents in each nation. Furthermore, the need for coordinated planning to prevent multiplicity and overlap of services has resulted in the three countries in concentrated planning for improved community health, and attempts have been made to develop new approaches in view of the limited ability to positively influence communal living on a large scale. (LH)

ED 079 907

EC 052 321

Moore, Donald F.

**Education of the Deaf in the United States. Occasional Paper 12.**

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Nov 70

Contract—OEG-0-332189-4533(032)

Note—55p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Aural Learning, \*Aurally Handicapped, \*Communication Problems, \*Early Childhood Education, Educational Trends, \*Exceptional Child Research, Foreign Countries, Incidence, \*Language Research, Manual Communication, Oral Communication Method, Program Effectiveness, Research Needs

Considered in the paper, which originally was prepared for publication by the Moscow Institute of Defectology, are research and methodology related to education of deaf children in the United States. Described are deaf children's communicative problems, and defined are classifications according to varying degrees of deafness. Discussed is incidence of deaf children in preschool, elementary, secondary, and post-secondary programs; and noted are changes in characteristics of children served by classes for the deaf. Examined are results of research on language and deafness, expressive language, and receptive language. Discussed is the oral-manual methods controversy in the light of methods used in countries such as Great Britain, the Soviet Union, and the U.S. (which uses four methods: oral, auditory, Rochester and simultaneous). Research which shows better development of deaf children with deaf parents is reviewed. Considered are two philosophical approaches to preschool programs, and the lack of research on effectiveness of intervention programs for young hearing impaired children. The author attributes recent advances for the aurally handicapped to the medical and technological sectors, and encourages educators in their legal sectors, and encourages educators in their development of theoretical disciplines, such as psycholinguistics and cognition, and applied disciplines that related to reading and learning disabilities. Included in appendixes are listings of periodicals concerned with deafness and of major organizations in the U.S. which serve the deaf. (MC)

ED 079 911

EC 052 325

Moore, Donald F.

**Early Childhood Special Education for the Hearing Handicapped. Occasional Paper #13.**

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Feb 73

Contract—OEG-0-332189-4533(032)

Note—26p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—Aural Learning, \*Aurally Handicapped, \*Communication Problems, Comparative Education, \*Early Childhood Education, \*Educational Needs, \*Exceptional Child Research, Family Influence, Foreign Countries, Learning Processes, Manual Communication, Oral Communication Method, Research Reviews (Publications)

Identifiers—Soviet Union

The author reviews studies and programs in consideration of problems and issues professionals face in the early education of aurally handicapped children. Language handicaps as an obstacle to development of the child's academic, intellectual, and social potential are examined; as is parental need for supportive guidance. Discussed are studies which show effectiveness of oral and neo-oral (Rochester) communications methods in preschool programs in the U.S. and the Soviet Union. Investigations are reviewed which show that deaf children of deaf parents achieve greater academic success than deaf children of hearing parents, although the point is made that use of manual communication in preschool programs might not produce similar success. Discussed in relation to the issue of early intervention are preschool programs emphasizing either socialization or cognitive development. Unimodal and bimodal stimulation are considered, and questioned is the optimum stimulation to be prescribed for a newly diagnosed hearing handicapped child. Cited are medical advances (such as near elimination of children's post-lingual hearing loss), and technological advances (improved hearing aids and audiovisual materials); and educators' failure to produce new contributions. It is thought that the oral/manual controversy might be eliminated by applying the concept of individualized needs and instruction. (MC)

ED 083 618

CS 200 769

Churns, V. R. Fletcher, J. D.

**English as the Second Language of Deaf Students. Psychology and Education Series.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—TR-208

Pub Date—20 Jul 73

Contract—OEG-0-70-4797(607)

Note—32p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—Deaf Children, \*Deaf Research, \*English (Second Language), \*Foreign Students, Language Development, Language Proficiency, \*Language Tests, \*Young Adults

Identifiers—Stanford Achievement Test, Test of English as a Foreign Language

The Test of English as a Foreign Language (TOEFL) was administered to 26 deaf students (approximately 18 years of age) to determine (1) whether deaf children of deaf parents (DP), as users of American Sign Language and as possessors of a shared culture, would outperform deaf children of hearing parents (HP); (2) whether the performance of DP subjects, if they do learn English as a second language, would resemble the performance of hearing, foreign students on their item-by-item performance;

and (3) whether the performance of DP subjects on the TOEFL test and on the Stanford Achievement Test (SAT) would be less related than the performance of HP subjects. Results showed that the DP group was superior to the HP group of three of the four TOEFL subtests and on two SAT subtests and that the percentage variable accounted for 53 percent of the variance in total test scores. The item-by-item comparisons showed the DP group performance to be more like that of the hearing, foreign students than was the performance of the HP group. Whereas the correlations of the Paragraph Meaning SAT subtest scores with the TOEFL scores failed to discriminate between the DP and HP subjects, the DP subjects' scores correlated better than HP group scores on the Language subtest of the SAT. (HOD)

**ED 101 518** EC 071 260

Gallagher, James J., Ed. *And Others*

**Windows on Russia: A Report of the United States-USSR Seminar on Instruction of Handicapped Children.**

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-74-05001

Pub Date—74

Note—118p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. DHEW-(OE)-74-05001)

**Document Not Available from EDRS.**

Descriptors—Administration, \*Comparative Education, Educational Planning, Exceptional Child Education, \*Foreign Countries, \*Handicapped Children, Language Development, National Organizations, \*Program Descriptions, Research Utilization, Teacher Education

Identifiers—Union of Soviet Socialist Republics, USSR

Presented is the report of a travel seminar to the Soviet Union in late 1972 by 12 American special educators as part of a reciprocal agreement for an exchange of educators. The eight chapters were written by seminar participants with expertise in the area being considered. The text opens with a general discussion of the administration of education for handicapped children in the Soviet Union which includes nationwide adoption of highly structured curricula, methods, and texts. The second chapter focuses on the application of formative research findings to the Russian classrooms. Provided in the chapter on teacher training is a summary of the 5-year undergraduate program which is financed by the Ministry of Education and includes both academic and practicum experiences. Educational planning through successive 5-year plans is explained in the next chapter to be the method by which educational reforms are determined and put into effect. Noted in the chapter on the developmentally backward and emotionally disturbed are the current process of distinguishing the developmentally backward child and the exclusion of the emotionally disturbed from the handicapped population. The high emphasis placed on combating speech and language problems is discussed in the following chapter. The chapter on programs and organizations serving the handicapped focuses on five special schools for children with various handicaps as well as special institutes and centers. The final chapter gives the impressions of a journalist on the development of the Russian culture and its educational ideologies. (DB)

**ED 107 011** EC 072 453

Wozniak, R. H.

**Psychology and Education of the Learning Disabled Child in the Soviet Union. Research Report No. 78.**

Minnesota Univ., Minneapolis. Research, Develop-

ment, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—332189

Pub Date—Dec 74

Contract—OEG-09-332189-453(032)

Note—142p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Clinical Diagnosis, \*Educational Methods, \*Educational Philosophy, Educational Planning, Exceptional Child Education, \*Foreign Countries, \*Learning Disabilities, Research Needs

Identifiers—Union of Soviet Socialist Republics, USSR

The author surveys the status in the USSR of educational programming and psychological research with learning disabled children who are classified as temporally retarded in psychological development (TRPD). Education and psychology in the USSR are said to be marked by the following major characteristics: a strong emphasis on the importance of practical activity; a concomitant emphasis on the importance of conscious knowledge in the direction of human activity; genetic, sociocultural, and neuropsychological perspectives; and a complete rejection of standardized intelligence testing in favor of clinical diagnosis. The coordination of research efforts by the Scientific Research Institute of Defectology is explained. Clinical characteristics are identified in extensive detail for three common diagnostic categories: TRPD, cerebro-athetic syndrome, and psychological infantilism. Psychological and psychophysiological research is thought to contribute to the improvement of multifaceted differential diagnosis and to provide information concerning the development of children's processing capacities essential for the design of effective instructional materials and methods. The author envisions Soviet educational programming moving quickly from the experimental state to the provision of broad scale instructional programs tailored to learning disabled children. (GW)

**ED 139 139** EC 100 714

Morris, Pauline S. McCauley, Robert W.

**Placement of Handicapped Children by Canadian Mainstream Administrators and Teachers: A Rucker-Gable Survey.**

Pub Date—Apr 77

Note—21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Personnel, \*Administrator Attitudes, Elementary Secondary Education, Foreign Countries, \*Handicapped Children, Placement, \*Regular Class Placement, \*Teacher Attitudes

Identifiers—Canada, Rucker Gable Educational Programming Scale

Measured were attitudes toward handicapped children of 387 regular classroom teachers, and compared was knowledge of program placements for handicapped children held by 29 regular school administrative personnel in Canada and 35 special education "experts" from the U.S. The administrators and teachers completed The Rucker-Gable Educational Programming Scale (RGEPS) which provides knowledge and attitude scores based on a comparison with the 35 RGEPS "experts." Results indicated that the elementary level teachers were more positive in attitude than the RGEPS experts or secondary teachers. In addition, the school administrators selected placement options closer to the regular class than did the expert group. Results had implications for the mainstreaming of handicapped children in Canada. (CL)

**ED 139 206**

Hittman, Stephen

**Special Education in the People's Republic of China.**

Pub Date—Apr 77

Note—8p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Changing Attitudes, \*Educational Programs, Elementary Secondary Education, Exceptional Child Education, Family (Sociological Unit), \*Foreign Countries, \*Handicapped Children

Identifiers—\*China

Special education in the People's Republic of China is discussed as it relates to the structure of the Chinese family; the change in attitudes and treatment from "liberation" to "post-liberation" China; and the present emphasis on non-labeling, de-stigmatization, and integration of the handicapped. (SBH)

EC 100 781

ED 056 669 REE 002 669

Perkin, H. J.  
New Universities in the United Kingdom. Case Studies on Innovation in Higher Education.

Organization for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.  
Pub Date—69  
Note—236p.

**EDRS Price MF-08.93 HC-\$12.71 Plus Postage.**  
Descriptors—\*Case Studies, \*Educational Innovation, \*Educational Research, Evaluation, Experimental Colleges, \*Higher Education, \*Innovation  
Since 1961, 24 universities and 1 university college have been founded in Britain and Northern Ireland to be added to the already existing 22 universities and 4 university colleges. The key word in the creation of these institutions has been innovation. This report is a case study of the structure of the new universities. It takes into consideration: (1) what is new in the new universities; (2) the British system of higher education; (3) why the new universities were created; (4) the pressure of numbers; (5) equality of education; (6) new maps of learning; (7) specialization in the new universities; (8) the government of the new universities; (9) the recruitment and status of the academic staff; (10) teaching and research; (11) teaching methods and assessment; (12) the role and status of students; (13) the new universities and the outside world; and (14) planning and finance. (HS)

ED 058 578 CG 006 785

Peck, Robert F.  
How Students Cope with Work Problems in the U. S. and Abroad.

Texas Univ., Austin. Research and Development Center for Teacher Education.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Dec 67  
Contract OEC-5-85-063  
Note 8p.

**EDRS Price MF-05.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Adjustment (to Environment), \*Cultural Differences, Job Analysis, \*Sex Differences, Student Research, \*Task Analysis, Task Performance  
What styles of action do boys learn to use in tackling work problems? How are these different from what girls do? What particular coping styles are preferred in different cultures? What differences are there between working class and upper-middle class in their dominant coping styles? Such choices of strategies in dealing with tasks are related to school achievement, vocational aspirations, and kinds of satisfactions young people seek in their work. By combining such measures of motivation and behavior style with measures of aptitude, better understanding and better prediction of individual achievement is sought. The study also seeks information about how children are influenced by family experiences in the development of their coping styles. This paper offers preliminary findings from a cross-national study of school children from 8 countries. This work is the basis for an experiment now under way in the Research and Development Center for Teacher Education to test ways of training teachers to improve the coping effectiveness of their pupils. (Author)

**ED 076 494 SO 005 933**  
Ehrman, Adithi Morschau, Ward  
Students, Teachers, and the Third World in the American Global Curriculum. A Guide and Commentary on Innovative Approaches in Undergraduate Education. Occasional Publication No. 19.

Council for Intercultural Studies and Programs, New York, N.Y. New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 72  
Contract—OEC-0-70-4943  
Note—97p.  
Available from—New York State Education Department, Foreign Area Materials Center, Albany, New York (\$2.00)

**EDRS Price MF-08.93 HC-\$4.67 Plus Postage.**  
Descriptors—African Culture, Area Studies, Asian Studies, \*Developing Nations, \*Foreign Countries, Higher Education, \*Instructional Innovation, \*International Education, Non Western Civilization, Teaching Guides, \*Teaching Techniques, Undergraduate Study  
Identifiers—\*Third World Studies  
The purpose of this publication, which is experimental in nature, is to identify important innovations in undergraduate study of Asian and African societies, traditions specifically, and the Third World somewhat more generally, and to encourage more interest and dialogue in the imaginative study of the Third World. The publication is arranged into two major parts. The first part provides commentaries and speculation on the study of the Third World, pointing out some of the unexploited opportunities for innovation. Innovative approaches and some illustrations for studying the Third World are offered in the second major part. Innovations described include computer assisted instruction, simulations and games, audio-visual media, different kinds of roles which faculty members can play, using students as teachers and architects, different approaches to language-learning, and using the world as a classroom in overseas study programs. (SJM)

**ED 086 570 SO 006 676**  
Global Development Studies. A Model Curriculum for an Academic Year Course in Global Systems and Human Development at the Secondary and Undergraduate Levels of General Education.

Management Inst. for National Development, New York, N.Y.  
Pub Date—73  
Note—68p.  
Available from—Management Institute for National Development, 230 Park Avenue, New York, N.Y. 10017 (\$5.00)

**EDRS Price MF-08.93 Plus Postage. HC Not Available from EDRS.**  
Descriptors—Bibliographies, Class Activities, Course Content, Course Objectives, \*Curriculum Development, Curriculum Guides, \*Global Approach, Higher Education, \*Human Development, \*International Education, Models, Resource Materials, Secondary Grades, \*Social Studies, \*World Affairs  
Identifiers—\*Worldmindedness  
The course of study, an experimental model intended for use in secondary grades and higher education, centers on mankind in a global context. Main objectives of the course are to help students understand with cognitive depth the realities of global systems, interdependencies, and imbalances and develop conscious attitudes toward their own beliefs and conceptions and those of others. Some of the teaching techniques suggested are surveys, interviews, research, and the use of audiovisual materials and print materials to stimulate group discussion. The course contains the following four parts: 1) building global perspectives; 2) historical background; 3) global interdependence; and 4) evaluation and comparison. Objectives, rationale, a content outline, some suggested exercises, and some material resources are provided for each part. The following information is contained in the appendices, which comprise half of the guide: Appendix A, a discussion of structural methodology in global development studies; Appendix B, teaching exercises on the historiography of global development followed by an extensive bibliography; Appendix C, an annotated bibliography of periodicals; Appendix D, an index of resource organizations. (Au-

thor/RM)

ED 091 274 SO 007 430  
Morehouse, Ward Ehrman, Edith  
Innovation in Undergraduate Teaching; and the Study of Asian and African Societies and Traditions: Final Report.

Council for Intercultural Studies and Programs, New York, N.Y. New York State Education Dept., Albany. Foreign Area Materials Center.  
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.  
Pub Date—Sep 73  
Contract—OEC-0-70-4943(823)  
Note—12p; For a related document, see ED 076 494

**EDRS Price MF-08.93 HC-\$1.67 Plus Postage.**  
Descriptors—African Culture, \*Area Studies, Asian Studies, \*Developing Nations, Educational Improvement, Educational Research, Foreign Countries, Higher Education, \*Instructional Innovation, \*International Education, Models, Non Western Civilization, Research Projects, Teaching Guides, Teaching Techniques, \*Undergraduate Study  
Identifiers—NDEA Title VI, \*Third World Studies  
Concerned that many important innovations in undergraduate education are apparently having little impact on the international dimensions of American education, the Council for Intercultural Studies and Programs, with support from the Institute of International Studies, sought to define more precisely the nature of the problem and to develop some preliminary and exploratory approaches to this complex, open-ended educational issue. The final report summarizes the goals, methodology, results and conclusions of the project. The fulfillment of the first project objective was realized in the publication of a guide to innovative approaches in undergraduate education and of two model units, identifying innovative approaches used in undergraduate study of Asian and African societies. The second project objective, to encourage more interest in imaginative approaches to the study of the Third World and to develop more linkages between those involved in undergraduate educational innovation and those concerned with international aspects of undergraduate curriculum, was met by a series of conferences which explored different aspects of innovation in undergraduate education. The major project publication is ED 076 494. (Author/KSM)

**ED 104 772 SO 008 257**  
Hawke, Sharryl  
Man Between War and Peace: An Interdisciplinary International Studies Course. Profiles of Promise 44.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo. Social Science Education Consortium, Inc., Boulder, Colo.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date—[75]  
Note—5p; Not available from EDRS in hard copy due to poor reproducibility of original  
Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$7.50 for numbers 31-45 in the series)

**EDRS Price MF-08.93 Plus Postage. HC Not Available from EDRS.**  
Descriptors—Class Activities, Conflict Resolution, Course Objectives, Educational Innovation, English, Global Approach, History, \*Interdisciplinary Approach, International Organizations, \*International Relations, \*Peace, Program Descriptions, Secondary Education, Teacher Developed Materials, \*War, \*World Affairs, World History  
Identifiers—\*Profiles of Promise  
Teachers of North Miami Beach High School, Florida, have developed an innovative interdisciplinary approach to war/peace studies. The major ob-

jectives of this English/history oriented course are (1) to examine and evaluate traditional and personal values and beliefs concerning war and peace; (2) analyze and react to war literature and to discuss the role of literature in mediating human problems; (3) investigate various approaches to human aggression and peaceful alternatives to aggression; (4) analyze the effectiveness of peacekeeping models; (5) develop tools for analyzing conflict on a personal, national, and international level; (6) examine the relationship between individual and the state; and (7) differentiate between constructive and destructive roles in group interaction. With these objectives, six major subject areas are developed including such topics as history and causes of war, literature of war, causes for aggression and conflict, nationalism, peacekeeping alternatives, and international communication. Student activities include readings, role playing, simulation gaming, song singing, slide presentations, and investigation of a local organization. Student reaction to the course has been positive, especially in the area of class discussions. (Author/DE)

ED 110 668 CE 004 458  
**Innovative Programs in Adult Education for Foreign.**

Adult Education Association of U.S.A., Washington, D.C. World Education, Inc., New York, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—Jan 75

Note—54p. Papers presented at the Multi-National Workshop on Basic and Functional Education for Adults (Washington, D. C., January 5-10, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
 Descriptors—Adult Education, \*Adult Education Programs, \*Educational Innovation, Foreign Countries, \*Program Descriptions  
 Identifiers—Colombia, Honduras, Kenya, Philippines, Tanzania, Thailand

The six descriptive position papers were prepared after selection for the Multi-National Workshop on Basic and Functional Education for Adults. Those selected are significant innovative programs of adult education in other countries that may have direct applicability to improving program practices in various parts of the world. The six programs described are: Adult Education in Tanzania; A National Movement; The Functional Literacy and Family Life Planning Project (Thailand); Aconc Cultural Popular (Colombia); Concorde-Honduras; Functional Education for Family Life Planning Project (Nueva Ecija, Philippines); and Village Polytechnic-Kenya. Each paper describes in detail the program's setting, organization and administration, program and activities, educational strategy, and future activities and projections. (BP)

ED 110 816 CE 004 636

**Seminars on Occupational Clusters. A Report.**  
 Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Mar 75

Note—120p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage  
 Descriptors—Anthologies, Articulation (Program), \*Career Education, Career Ladders, \*Cluster Grouping, Curriculum Development, Educational Development, Educational Programs, Foreign Countries, Manpower Development, \*Occupational Clusters, Post Secondary Education, Secondary Education, \*Seminars, Taxonomy  
 Identifiers—Readings (Collections)

The document on occupational clusters was developed from papers presented in staff seminars in the Bureau of Occupational and Adult Education and contains eight papers: Introduction to the World of Clustering; Sidney C. Hays; Cluster Curriculum Development; Elizabeth H. Simpson; the Cluster Concepts; Development of Curriculum Materials for the

Public Service Occupations Cluster; Patrick J. Weagraff; Occupational Career Clusters—the Oregon Way; Leonard Kunzman; Occupational Clusters and Secondary to Postsecondary Articulation; Beryl McKinney; International Perspectives on Clustering; Gordon I. Swanson; the Manpower Education Effort in Clustering; Ann Donovan; and Career Education—Career Clusters—Explanations, Concepts and Office of Education Occupational Education Codes; Sherrill D. McMillen. The document includes the following appended materials: a 71-item "Introduction to Clustering" reference list; related charts, models, and tables; and an 18-page career cluster taxonomy. (JR)

ED 117 501 CE 006 178  
**AIM [Apperception Interception Method]: An Exemplary Program from International Experience. Final Report.**

World Education, Inc., New York, N.Y.  
 Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Pub Date—30 Dec 75

Contract—OE0-0-73-5210

Note—112p. Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adult Basic Education, \*Demonstration Projects, Disadvantaged Groups, Discussion (Teaching Technique), Effective Teaching, Humanistic Education, \*Instructional Materials, Learning Motivation, Material Development, \*Models, Problem Solving, Relevance (Education), Self Concept, Skill Development, Teacher Developed Materials, \*Teaching Methods, Teaching Models, Teaching Techniques, Visual Aids

Identifiers—AIM, \*Apperception Interception Method

Having used the apperception-interception method (AIM) of adult basic education (ABE) successfully abroad, World Education, with Office of Education funding and working at several American sites, developed a model of innovative ABE methods and materials for the United States, based on addressing learners' motivational problems. By using provocative photographs, problems critical to learners are identified in interviews and subsequently reflected in short, idiomatic, open-ended discussion units used to organize or supplement curriculum; social interaction is crucial. Learners, motivated to solve critical problems, desire basic skills education. Skill development modules provide systematic assistance to teachers, focusing on specific skills and providing skills development outlines, learning activities, and sample applications to particular AIM problem-stories. From the model, ABE teachers can tailor-make culturally relevant and situation-specific materials and develop their effectiveness with disadvantaged, undereducated adults. Background information, the methods-and-materials model evolution, results (a complete list of 101 photo-discussion units, with synopses) and implications comprise the report; appendices include skills modules and evaluation information. The model is being transferred to selected State ABE staff development projects; a teacher's manual and instructional materials will be published; and a foundation has funded two New York City AIM projects. (AJ)

ED 136 776 IR 004 563

Charconnet, Marie-George

**Development of Educational Methods and Techniques Adapted to the Specific Conditions of the Developing Countries. Peer Tutoring: Operational Description of Various Systems and Their Applications.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Methods, Materials, and Techniques

Pub Date—75

Note—72p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cultural Factors, \*Developing Nations, Educational Development, \*Educational Methods, Educational Programs, Educational Technology, \*International Studies, \*Peer Teaching, Teaching Techniques, \*Tutorial Programs

This study describes various patterns of peer tutoring and is based on the use of cultural traditions and endogenous methods, on techniques and equipment acquired from other cultures, on problems presented by the adoption of educational technologies and on methods needing little sophisticated equipment. A dozen peer tutoring systems are documented, primarily, the "Petites Ecoles" in France; the "Learning through Teaching," "Youth Teaching Youth," and "Keller Plan" in the United States; the "Madras System" in India; and the "Media Activated Learning Groups" program in Denmark. It is concluded that peer tutoring is a flexible method, adaptable to different educational situations and to highly varied socio-cultural environments. It is equally adaptable to every educational level and is able to benefit from the most recent advancements in the field of media and from research findings in psychology and social psychology. It is thought to be a valid solution to certain problems in educational development in the countries of the Third World. (DAG)

ED 137 076 SE 022 01

Baez, Albert V.

**Innovation in Science Education - World-Wide.**  
 United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—76

Note—249p.

Available from—UNIPUB, Inc., P.O. Box 44, New York, N.Y. 10016 (no price quoted)

Document Not Available from EDRS.

Descriptors—Curriculum, Developing Nations, \*Educational Innovation, \*Elementary Secondary Education, \*Higher Education, Innovation, Instructional Improvement, \*International Education, \*International Programs, \*Science Education, Sciences

Identifiers—UNESCO

The purpose of this book is to promote improvements in science education, world-wide, but particularly in developing countries. It is addressed to those in positions to make effective contributions to the improvement of science education. The worldwide role of science education, the goals of innovative activities, past experience in efforts to improve science education, and present trends in science education are reviewed in order to develop strategies for science education for the future. (Author/SL)

## ED 003 928

CORRIN, BROWNLEE S.

## RESEARCH ON USE AND VALUES OF FOREIGN LANGUAGES FOR INSTRUCTION AND STUDY IN THE SOCIAL SCIENCES. POLITICAL SCIENCE AND INTERNATIONAL RELATIONS. NO. 3.

Report No.—3; NDEA-VI-56

Pub Date—01DEC61

Contract—OEC-SAE-8334

Note—38P.

## EDRS Price MF-08.33 HC-\$2.06 Plus Postage.

Descriptors—Core Courses, Instructional Materials, \*International Relations, \*Language Development, \*Modern Languages, \*Professional Education, \*Program Development, Testing Programs

Identifiers—BALTIMORE, MARYLAND

TRAINING AND EXAMINING TECHNIQUES WERE STUDIED TO BUILD AND IMPROVE LANGUAGE AND PROFESSIONAL COMPETENCIES OF FOREIGN SERVICE TRAINEES (FOR BOTH GOVERNMENTAL AND NONGOVERNMENTAL FOREIGN OCCUPATIONS). STUDENT ASSISTANTS WERE ASSIGNED TO OPERATE RECEIVING AND RECORDING EQUIPMENT, AND TO MAINTAIN A CROSS-INDEX FILE SYSTEM TO FOREIGN LANGUAGE PERIODICALS. CONSULTANTS AND EXPERTS WERE CALLED UPON FOR SPECIAL SERVICES RANGING FROM PREPARATION OF EXAMINATION QUESTIONS AND EVALUATION OF ORAL AND WRITTEN LANGUAGE EXAMINATIONS, TO SURVEYS OF MATERIALS FOR ACQUIRING AND PROGRAMING FOREIGN LANGUAGE USE IN POLITICAL SCIENCE-INTERNATIONAL RELATIONS CLASSES. OTHER PERSONS CONSULTED INCLUDED LANGUAGE SPECIALISTS FROM THE U.S. DEPARTMENT OF STATE, THE UNITED NATIONS, AND MANY FOREIGN EMBASSIES. THE RESULTS INDICATED REASONABLE PROGRESS TOWARD AN IMPROVED POLITICAL SCIENCE-INTERNATIONAL RELATIONS CURRICULUM. (RS)

## ED 031 552

VT 006 399

Proceedings of the International Congress on Home Help Services (Paris, France, September 1962). WA Publication No. 10.

National Council for Homemakers Services, New York, N.Y. Welfare Administration, Washington, D.C. (DHEW).

Pub Date—65

Note—79p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS14-2:H75/2 \$3.30)

## EDRS Price MF-08.33 Plus Postage. HC Not Available from EDRS.

Descriptors—Companions (Occupation), \*Conference Reports, Foreign Countries, Health Occupations, Health Occupations Education, \*Home Management, International Organizations, Maids, \*Occupational Home Economics, \*Service Workers, Speeches, \*Visiting Homemakers

Identifiers—International Congress On Home Help Services

This report in English translation is intended to acquaint agencies and individuals in this country with the homemaker services of other nations. The home helper is an international phenomenon and her role is developing, and the free exchange of workers signals a growing harmony in the concepts of training, and mutual recognition of qualifications in the various countries. For these reasons the United States through the National Council for Homemakers Services participates in the International Council on Home Help Services. Approximately 350 delegates of 16 countries attended the International Congress. Papers included in the

document are: (1) "The Home Helper and the Changes in the Family and Household Work" by M. Pierre Laroque; (2) "The Medical Importance of the Home Helper" by J.A. Gillet; (3) "The Multiple Aspects and Specialized Training of the Home Helper" by Carmen Jonas; (4) "The Importance of Training for Home Helpers" by Margareta Nordstrom; and (5) "The Place of the Home Helper in Social Services" by Dr. Pense. The document also includes a general report of work group discussions and brief summaries of reports presented by home help organizations in 13 countries. (JK)

## ED 040 628

FL 001 795

Marvel, William W.

## Directions for the Future: Federal Programs in Education Designed to Improve International Understanding and Cooperation. Final Report.

Education and World Affairs, New York, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Mar 69

Contract—OEC-0-8-080859-4409(014)

Note—172p.

## EDRS Price MF-08.33 HC-\$8.69 Plus Postage.

Descriptors—Cross Cultural Training, \*Cultural Exchange, Cultural Interrelationships, \*Educational Programs, Federal Government, \*Federal Programs, Foreign Culture, \*International Education, International Organizations, International Programs, \*International Relations

The central focus of the report is on the changes, adjustments, and consolidation necessary to achieve national goals through international education. Recommendations pertaining to the federal agencies and activities in international education are presented as sets of options which seek to: (1) define the basis for evaluating the federal government's efforts in international education; (2) achieve greater efficiency in the use of high-level manpower and funds; (3) assure close agency linkage; (4) highlight the relevance of international education to the urgent domestic problems of American society; and (5) take account of sensitivities of peoples in less advanced countries. Shifting attention to long-range considerations, the report examines the problems of interagency coordination and balance of effort in international education, agency duplication and conflict in direction, and program articulation. The potential establishment of a new public-private agency to provide stimulation for the voluntary agencies in international affairs is considered. A comprehensive review of current and past programs is included with major relevant reports dating from 1949 through 1968. (Author/RL)

## ED 042 369

FL 000 650

Friedrich, Paul

## Semantic Structure and Social Structure; An Instance from Russian.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[64]

Contract—OEC-2-14-012

Note—36p.; In "Explorations in Cultural Anthropology: Essays in Honor of George Peter Murdock", ed. by Ward H. Goodenough, McGraw, Hill Book Co., 1964, p.131-166

## EDRS Price MF-08.33 HC-\$2.06 Plus Postage.

Descriptors—Anthropology, Componential Analysis, Cultural Interrelationships, Ethnology, Language Patterns, \*Russian, Semantics, Slavic Languages, Social Relations, \*Social Structure, \*Sociocultural Patterns, \*Sociolinguistics, \*Vocabulary

The cardinal aim of this paper is to demonstrate interrelationships between patterns of social behavior and patterns of terminology. The author postulates that the terminology significantly symbolizes behavioral patterns and proceeds to examine the relationship of Russian kinship terminology and so-

cial structure in the context of a pre-industrial society. The article explores the underlying semantic structure in the terminological field and illustrates how social structure underlies the behavioral field. A description of the Russian extended household, courtship and wedding, a general structure of kinship terminology, and an inventory of affinal terms are included. (Author/RL)

## ED 044 689

AL 002 664

Le Gassick, Trevor

## Modern Arabic Prose Literature: An Introduction.

Michigan Univ., Ann Arbor.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Nov 70

Contract—OEC-0-70-3987(823)

Note—285p.

Available from—Inspection copy available at ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, 1717 Massachusetts Ave., Washington, D.C. 20036

## EDRS Price MF-08.33 Plus Postage. HC Not Available from EDRS.

Descriptors—Arabic, \*Authors, \*Bibliographies, \*Literary History, Literature, \*Prose

This is the preliminary draft of a planned "Introduction to Modern Arabic Prose Literature," the completed text of which "would offer basic biographical and bibliographical impressions, rather than extensive treatments, of the major figures in Arabic prose in the 19th and 20th centuries, along with concise assessments of their ranges of interests and literary achievements." The present version begins with an introductory section on classical Arabic literature and then traces the development of Arabic prose writing from the time of the Napoleonic invasion of Egypt to the period following World War II. Individual sections cover the production of a certain time period or movement ("The Muhammad Ali Dynasty and the Arabic Renaissance," "Syrian Muslim Reformists," etc.), providing a brief general introduction to the period followed by extended treatments of important authors. The author stresses that sections on mid-20th century journalists, political and philosophical writers, and certain major figures in contemporary Arabic fiction are necessary before the text can be considered complete. A 90-page bibliography compiled by Howard Rowland is appended. It lists not only the works of the authors considered in the body of the text but also critical considerations of these authors as well. [Not available in hard copy due to marginal legibility of original.] (FWB)

## ED 046 828

SO 000 540

## Center for Teaching International Relations Newsletter.

Denver Univ., Colo. Graduate School of International Studies.

Pub Date—Dec 70

Note—10p.

Available from—Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80202 (Single Copies Free)

## Document Not Available from EDRS.

Descriptors—Book Reviews, Conference Reports, Instructional Materials, \*International Relations, Literature Reviews, \*Newsletters, \*Social Studies, \*World Affairs, \*World Problems

The purpose of this newsletter is to inform social studies teachers of new developments and activities in the area of international relations. Typical issues include book reviews, notices of professional meetings, new publications, articles, and listings of new materials developed by and available from the Center. Those interested in receiving the newsletter regularly should request that their name be put on the mailing list. (DJB)

Adamec, Ludwig W., Ed.  
**Historical and Political Gazetteer of Afghanistan.**  
 Volume 1, Badkhashan Province and Northeastern Afghanistan.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—72  
 Contract—OEC-0-70-3439  
 Note—275p.

Available from—Akademische Druck-u. Verlagsanstalt, Auerbergstrasse #12 8011, Graz, Austria  
**Document Not Available from EDRS.**

Descriptors—\*Asian History, \*Geographic Location, \*Maps, \*Political Divisions (Geographic), Reference Books, \*Social Sciences  
 Identifiers—Afghanistan, Gazetteer

Combining the most important geographical data with historical, political, and cultural information, this work, one of six volumes designed as a tool of research and a general reference source, updates and includes a previous publication compiled in 1914 with corrections and additions of maps and considerable new material to take into account developments up to 1970. Entries which refer specifically to the situation in 1970 are identified by asterisks. About one thousand entries in alphabetical order, from Ab, Ab Barik to Zulifikar and Zur with longitudes and latitudes to facilitate identification in the 52-page map section, give a detailed summary of the people and territory of northeastern Afghanistan. An appendix lists English translations for the most common geographical terms. (Author)

**Seminar on Education for International Understanding.**

Australian National Advisory Committee for UNESCO, Canberra.

Pub Date—9 Oct 72

Note—93p; Papers presented at the Seminar on Education for International Understanding, Adelaide, Australia, October 9-10, 1970

**EDRS Price MF-08.3 HC-\$4.67 Plus Postage.**  
 Descriptors—Educational Coordination, Educational Planning, \*Educational Trends, \*International Education, \*Seminars

This report presents three seminar papers and associated discussion session reports from the Adelaide seminar which focused on education as it relates to the advancement of international understanding. In the first paper, A. M. Thomas stressed the necessity for continuing cooperation among nations to solve problems of friction and poverty. Education in areas such as human rights could bring progress in international understanding. T. Miller, in the second paper, examined the implications for education of the development of international education. He argued first, that individuals need to be helped through education to develop to their full potential before they can handle concepts of international understanding adequately; secondly, that curriculum units need to be developed which deal satisfactorily with international understanding concepts. The third paper, with an economic bias, presented by Derek Healey, analyzed the community's responsibilities in the development of international understanding. Discussion sessions centered on the implications of teaching for international understanding in both the primary and secondary schools in the areas of curricula, teaching emphases, teaching-learning methods and environments. (Author/SJM)

**Foreign Curriculum Consultant Program for American Schools, Colleges, and State Departments of Education: 1973-74.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-72-191

Pub Date—72

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-1070, \$2.20)

**EDRS Price MF-08.3 HC-\$1.67 Plus Postage.**

Descriptors—\*Consultants, Consultation Programs, Cultural Education, \*Curriculum Development, Curriculum Planning, Exchange Programs, Federal Aid, \*Federal Programs, \*Instructional Improvement, International Education, Language Instruction, Modern Languages, \*Program Descriptions

This pamphlet describes the Foreign Language Curriculum Consultant Program for 1973-74, which is designed to benefit American education at all levels by helping institutions bring specialists from other countries to the United States for assistance in planning and developing local curriculums in foreign language and area study. American institutions eligible to apply for the grants include state departments of education, large school systems, four-year colleges, developing institutions, groups of community colleges, and nonprofit educational organizations. The pamphlet contains: (1) program description, (2) program priorities, (3) eligibility requirements, (4) administration of the program, (5) financial provisions, (6) application instructions, and (7) related programs in international studies. (RL)

**Opportunities Abroad for Teachers/1973-74: Teaching, Seminars.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—28 Sep 72

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5214:14047-74, \$2.25)

**EDRS Price MF-08.3 HC-\$2.06 Plus Postage.**

Descriptors—\*Educational Opportunities, \*Foreign Countries, \*International Education, International Programs, \*Overseas Employment, Study Abroad, \*Teacher Employment, Teaching Programs

This brochure explains the teacher exchange offered by the Office of Education in cooperation with the U.S. Department of State. Details of the opportunities available for qualified American teachers in the 1973-74 academic year in the elementary and secondary schools of other countries are given. Information is presented on transportation arrangements, maintenance allowance, supplemental dollar grants, and taxation of awards. Eligibility requirements and factors affecting eligibility are offered along with material on application deadline, notification of awards, and reapplication. Information on the availability of teachers from abroad is given. Selected short term seminars, fellowships, group programs, and research projects abroad are also made available. Addresses are given if further information is desired. (BRB)

**Opportunities Abroad for Teachers 1974-75.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-74-19300

Pub Date—73

Note—32p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW-OE-74-19300, \$4.40)

**EDRS Price MF-08.3 HC-\$2.06 Plus Postage.**

Descriptors—\*Intercultural Programs, \*Programs, \*Seminars, \*Short Courses, \*Teacher Exchange Programs

Identifiers—U.S. Office of Education

This brochure explains the teacher exchange program carried out by the U.S. Office of Education in cooperation with the Department of State. It provided details of the opportunities available for quali-

fied American teachers to teach abroad for the 1974-75 academic year, primarily in the elementary and secondary schools of other countries. It also notes that, with the cooperation of American schools, teachers from other countries may teach for an academic year in the United States under the same program. The brochure contains information on opportunities for participation in selected short-term seminars abroad in 1974-75. (JB)

Wilcox, Stanley, Comp.

**International Teacher Exchange.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-73-19000

Pub Date—73

Note—25p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01125 \$6.00)

**EDRS Price MF-08.3 HC-\$1.67 Plus Postage.**

Descriptors—\*Employment Practices, \*Employment Qualifications, Intercultural Programs, \*International Programs, Loyalty Oaths, \*State Legislation, Teacher Certification, Teacher Employment, \*Teacher Exchange Programs

This document is a summary of state regulations and requirements affecting the international exchange of teachers. Included are a summary of state regulations, which discuss matters such as citizenship and loyalty oath requirements, certification and fees for foreign exchange teachers, and retirement and credits for American exchange teachers; a table listing exchange policy regulations for all 50 states; and a brief history and description of the U.S. Office of Education's Teacher Program. (JA)

Hoskins, Dulmer Bixby, Lenore E.

**Women and Social Security: Law and Policy in Five Countries.**

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report No.—DHEW-SSA-73-11800

Pub Date—73

Note—102p.

**EDRS Price MF-08.3 HC-\$6.01 Plus Postage.**

Descriptors—\*Equal Protection, \*Females, \*Foreign Countries, \*Insurance Programs, Legislation, Policy, Sex Discrimination, \*Working Women

Identifiers—Belgium, Federal Republic of Germany, France, Great Britain, \*Social Security, United States

An increased interest in the position of women, stimulated by increasing numbers of women in the labor force as well as the women's movement, has resulted in a reexamination of women's status under social security programs in many countries. Five case studies (Belgium, Federal Republic of Germany, France, Great Britain, and United States), which were presented at a 1972 Vienna research conference on women and social security, sponsored by the International Social Security Association, have reflected a range of approaches, points of view, and corrective measures directed to this issue. Interest and concern has focused on women's equal treatment/nondiscrimination along with the adequacy of protections for women by the system as a whole. Aspects of benefit levels, family allowances, maternity insurance, old-age pensions, and survivors benefits are presented as well as the situations of widows, divorced women, and unmarried or deserted mothers. It is anticipated that further research and policy development will emerge as a result of this study. (EA)

**Foreign Medical Students in the Americas: 1971-72.**  
Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence.  
Report No.—DHEW-HRA-74-27  
Pub Date—Dec 73  
Note—37p.  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1741-00069, \$0.55)  
**EDRS Price MF-00.83 HC-\$2.06 Plus Postage.**  
Descriptors—Enrollment, Foreign Students, Higher Education, Medical Education, Medical Students, Research Projects, Statistical Data, Surveys  
Identifiers—North America, South America

In order to accumulate data on foreign medical students in the Americas, medical schools of the member countries of the Pan American Health Organization region of the World Health Organization were surveyed to acquire data on their student enrollments by country of origin, sex, and year of study for the 1971-72 academic year. A tabular questionnaire was designed in which total enrollment for each school could be recorded by sex, nationality, and year of study. The response rate to the survey questionnaire was 97.2%. Results of the survey encompass an overview of medical students in the Americas; U.S. citizens studying medicine in other countries of the Americas; U.S.-born medical students in Mexico; foreign medical students in selected countries of the Americas; and foreign medical students in the United States. (MJM)

**ED 109 904 FL 006 999**

*Augero, James E.*  
**Romanian Conference. Final Report.**  
Washington Univ., Seattle.  
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.  
Pub Date—29 May 72  
Contract—OEC-0-72-0918  
Note—8p.; For related documents, see FL 006 992-007 000  
**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
Descriptors—Conference Reports, Cultural Exchange, Culture Contact, Curriculum Development, Descriptive Linguistics, Exchange Programs, Instructional Materials, Intercultural Programs, Language Research, Reference Materials, Romance Languages, Romanian, Uncommonly Taught Languages  
Identifiers—NDEA Title VI  
This is the final report on the Romanian Conference Project. The conference, held May 12-13, 1972, consisted of three sessions devoted to the reading of scholarly papers; a discussion of the state of the field, which focused on cultural exchange, teaching materials, and organization of interested scholars for improved communication; and a plenary address on "Cultural Relations between Romania and the United States." The conference was judged a success because it established communication among persons of common interests; removed barriers between emigres and current nationals; and enhanced the status of Romanian studies by giving an indication of the serious scholarship going on in the United States. (AM)

**ED 109 908 FL 006 995**

*Giurescu, Constantin C.*  
**On Romanian-American Cultural Relations.**  
Washington Univ., Seattle.  
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.  
Pub Date—13 May 72  
Contract—OEC-0-72-0918  
Note—36p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related docu-

ment, see FL 006 999

**EDRS Price MF-00.83 HC-\$2.06 Plus Postage.**  
Descriptors—American Literature, Cultural Awareness, Cultural Exchange, Cultural Factors, Culture Contact, European History, Historiography, International Relations, Literary Influences, Music, Romanian, Translation  
Identifiers—NDEA Title VI  
This paper presents a brief outline of the history of cultural relations between Romania and the United States. Instances are cited of the first mentions in Romanian writing of American and specifically United States life. A history is given of the major American literary works translated into Romanian. Examples of Romanian works show the interest of Romanians in American scientists, technicians, and politicians. The introduction of American dance and music to Romania is discussed. Centers of historiographical research are cited which contributed greatly to close Romanian-American relations. Finally, the influence of Romanian music groups in introducing Romanian culture to America is mentioned. (AM)

**ED 109 909 FL 006 996**

*Berceanu, Vera*  
**American Terms in the Romanian of Science and Technology.**  
Washington Univ., Seattle.  
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.  
Pub Date—13 May 72  
Contract—OEC-0-72-0918  
Note—21p.; Paper presented at the Conference on Romanian Language and Literature (Seattle, Washington, May 12-13, 1972); For related document, see FL 006 989  
**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
Descriptors—American English, Diachronic Linguistics, Language Styles, Latin, Lexicology, Romance Languages, Romanian, Scientific Concepts, Sentence Structure, Sociolinguistics, Structural Analysis, Syntax, Technology, Uncommonly Taught Languages, Verbs, Vocabulary  
Identifiers—Americanisms, NDEA Title VI, Word Borrowing  
Historical conditions determined that the Romanian language developed independently of the other Romance languages; the language thus remains behind in its development. In the eighteenth century the activity of the Transylvanian School of philologists established the Romanian language's own linguistic bases for the assimilation of borrowings from Latin and Romance languages. The assimilation of these borrowings raised Romanian to a modern level in the language of the humanities and literature. In the language of science and technology, terms of German and French origin abound, mostly in metallurgy and mechanics. Lately, the development of electronics and cybernetics in the United States has brought about a massive adoption of American English terms, e.g., implementation/implementare, feeder/fider, operator/operator, test/test, exit/exit, etc. Some terms have suffered spelling changes, some others only phonemic changes. (Lists with terms in either category are attached to the paper.) The use of American English as an international vehicle of scientific and technological communication has also influenced the lexicon and grammar of written scientific Romanian; American English has determined stylistic and syntactic modifications in Romanian, thus allowing the language to become more concise and objective, moving away from the Latin literary pattern. (Author/AM)

*Pehowski, Marian*  
**"Krokodil" Magazine: Laughter in the Soviet Union.**  
Pub Date—76  
Note—12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (49th, College Park, Maryland, July 31-August 4, 1976).  
**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
Descriptors—Editing, Foreign Language Periodicals, Humor, Journalism, Periodicals, Publications, Russian, Russian Literature, Satire  
Identifiers—"Krokodil," Popular Culture  
A 16-page, four-color-on-newsprint magazine, "Krokodil" is among the world's most popular magazines of humor and satire. As a product of the Pravda Publishing House, it is produced by a branch of the Central Committee of the Communist Party, yet there are no official taboos or guidelines. Connections, popularity, and profits give "Krokodil" clout. Paid circulation is at six million only because of a paper shortage and inadequate presses which already run 24 hours a day. Contributing to the success of "Krokodil" is its role as national ombudsman between public and government, strong reader identity, reputation for responding quickly to complaints, grass-roots connections, excellent relations with freelancers, and the strong, innovative character of the magazine. (Author/AA)

**ED 127 946 IR 003 910**

**An International System for the Exchange of Information on Science and Technology for Policy-Making, Management and Development (SPINES).**  
United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
Report No.—UNESCO-GC-19-C  
Pub Date—6 Aug 76  
Note—15p.; UNESCO General Conference, Nineteenth Session, Nairobi; For related documents see ED 093 314 and 095 830  
**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
Descriptors—Information Dissemination, Information Systems, International Programs, Master Plans, Policy Formation, Sciences, Technology, Thesauri  
Identifiers—Science Technology Policies Information Exchange, SPINES, UNESCO  
An International System for the Exchange of Information on Science and Technology for Policy-making, Management, and Development (SPINES) was established to provide a decentralized international system for information exchange between member states which collect, process, and disseminate basic data on science and technology with special emphasis on applications to development. This report describes the goals of the system, summarizes activities from 1970 to 1976, reviews operational features, introduces planned activities for 1977 to 1982, and details issues to be discussed at the 19th general conference of UNESCO. (EMH)

**ED 127 951 IR 003 915**

**The Unesco/IBE Education Thesaurus. A Faceted List of Terms for Indexing and Retrieving Documents and Data in the Field of Education With French Equivalents. Second Edition, Revised and Enlarged.**  
United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
Report No.—ISBN-92-3-101304-1  
Pub Date—75  
Note—278p.; For a related document see ED 089 746  
Available from—UNIPUB, Inc., P.O. Box 433, Murray Hill Station, New York, N.Y. 10016 (ISBN-92-3-101304-1, \$10.75)  
**Document Not Available from EDRS.**  
Descriptors—Coordinate Indexes, Education, English, French, Information Retrieval, International Organizations, International Programs,

Permuted Indexes, Subject Index Terms, \*Thesauri, Word Lists

Identifiers—IBE, International Bureau of Education

The International Bureau of Education's (IBE) thesaurus lists descriptors for retrieving information in the field of education from computerized data banks. The largest section is an alphabetical array of descriptors and identifiers, with French equivalents. These are cross-referenced with "use" and "use for" terms as well as broader, narrower, and related terms. Some terms include scope notes. If the term also is used in the international macro-thesaurus, that fact is indicated. A separate section contains general headings for subject fields (subject codes) and facets (subject subdivisions) numbered 100 to 880. There also is a detailed subject breakdown of the facets. A rotated display is provided in the form of keywords out of context. The orthography is British. (LS)

ED 127 972 IR 003 937

Schutz, Harold

**Function and Organization of a National Documentation Centre in a Developing Country.** United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—75

Note—218p.; Documentation, Libraries and Archives: Studies and Research No. 7; Prepared by the International Federation for Documentation Committee for Developing Countries (FID/DC) Available from—UNIPUB, INC., P.O. Box 433, Murray Hill Station, New York, N.Y. 10016 (\$9.-25)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Cooperative Programs, \*Developing Nations, \*Documentation, Financial Support, \*Information Centers, Information Retrieval, \*Information Science, Information Storage, Information Systems, Interagency Coordination, International Programs, Library Administration, Library Cooperation, Library Education, Library Planning, Library Role, Library Technical Processes, \*National Libraries, Personnel, Public Relations Discussions and recommendations for developing national documentation centers (library and information services) in developing nations are provided as a result of a study conducted by the International Federation for Documentation (FID) Committee for Developing Countries (FID/DC) and commissioned by Unesco. The ten facets studied include: (1) the role of the state in national documentation, information, and library systems; (2) tasks and functions of a national documentation center (NDC); (3) the NDC's principal activities; (4) documentation and information techniques; (5) financing; (6) the NDC specialized library-coordination and cooperative activities; (7) personnel training and qualifications and public relations; (8) international cooperation; (9) development of central information institutes and data banks; and (10) NDC structure. A total of 33 recommendations are made in these areas. Extensive appendices contain legislation, charts, guidelines, forms, samples, standards, and specialized information. (LS)

ED 128 132 RC 009 408

Alao, Joseph A.

**The Dilemmas of Modernizing Peasant Agriculture in Nigeria.**

Pub Date—8 Aug 76

Note—26p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 8-14, 1976)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agricultural Production, Cultural Background, \*Developing Nations, Extension Education, Financial Needs, Futures (of Society), Government Role, Institutions, \*Land Use,

\*Problems, \*Rural Farm Residents, \*Technological Advancement

Identifiers—Nigeria, World Congress of Rural Sociology (4th)

In 1965, the Nigerian government charged Nigerian agriculture with the long term developmental task of providing: (1) an adequate and well balanced food supply for the increasing population; (2) agricultural raw materials for domestic industries; (3) agricultural export earnings; (4) employment for the increasing labor force; and (5) capital for economic development. In order to accomplish these goals, Nigerian agriculture is going to have to engage in a comprehensive modernization effort that takes into account the institutional, technical, social, economic, and educational factors currently impeding change. Among these factors are: a communal land tenure system that deters land sales and new ownership, population mobility, investment of improvement capital, and agricultural innovation; a population drain from the rural areas caused by urban migration, farm drudgery, low farm profits, and the poor status rating of farm occupations (the average age of Nigerian farmers is 45, as the youth are seeking other occupations); an extension service that lacks qualified personnel, (one agent to 10,000 families), problem specific research, and peasant oriented personnel; a poorly structured credit system which lacks accessibility, sufficient operating capital, professional management, etc.; and a social system that discourages the influence of "strangers". (JC)

ED 129 303 IR 004 088

Viet, Jean

**Cultural Development Thesaurus.**

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date—76

Note—347p.; Document in English and French languages.

EDRS Price MF-50.83 HC-\$18.07 Plus Postage. Descriptors—\*Cultural Factors, \*Culture, Documentation, Education, Fine Arts, Leisure Time, Personality, Social Factors, Sociocultural Patterns, \*Thesauri

This thesaurus is a bilingual list of descriptors developed to facilitate sharing of information relevant to cultural development. Three listings are included. The first is grouped in generic categories with subheadings of more specific descriptors. Entries in this list are written in English and French. The second and third lists are alphabetic; one in English, one in French. The alphabetic entries are amplified by related subentries. The preface and introduction are written in French. (KB)

ED 129 737 SP 010 450

**Overseas Teachers; Hearings Before the Subcommittee on Retirement and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 9139.**

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

Report No.—SN-94-79

Pub Date—Jun 76

Note—99p.; Not available in hard copy due to marginal reproducibility

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Dependents, \*Federal Legislation, Foreign Countries, \*Fringe Benefits, \*Government Employees, Military Personnel, \*Overseas Employment, Teacher Certification, \*Teacher Employment, \*Teacher Recruitment, Teachers, Teacher Salaries, Work Environment

This document contains the text of hearings on the hiring and benefits granted to teachers hired to

teach United States' dependents overseas. Comparison is made in the testimony between those teachers hired in the United States and sent abroad and those hired abroad with special regard to the unequal benefits awarded to each. Several recommendations are made by those testifying regarding revision of the overseas hiring procedures as outlined in H.R. 9139, a bill to prohibit discrimination against locally recruited teachers in the granting of overseas differentials and allowances, revise the method of establishing the compensation of overseas teachers, and "for other purposes." (JMF)

ED 130 993 SP 010 540

Crepau, Richard C.

**Pearl Harbor: A Failure for Baseball?**

Pub Date—76

Note—17p.; Paper presented at the Annual Convention of the North American Society for Sport History (4th, Eugene, Oregon, June 17-19, 1976)

EDRS Price MF-50.83 HC-\$1.67 Plus Postage. Descriptors—\*Athletics, \*Baseball, \*Foreign Countries, International Relations, Sportsmanship

Identifiers—\*Japan, \*Sport History, World War II

The history of sports is closely tied to the larger history of the society in which they are played. Baseball in the United States in the 1920's and 1930's assumed a major role in spreading the ideals of fair play, sportsmanship, and democracy to the Far East, with tours by amateur athletes and professionals such as Lou Gehrig and Babe Ruth. Even after the passage of the Immigration Act of 1924, it was felt that Baseball Diplomacy should continue in order to lessen Japanese resentment at American racial prejudice. The ideals of the early thirties, both in sports and diplomacy, were slowly dispelled by activities in the European sphere, where nations were preparing for war. The major baseball-related news from Japan, after successful tours in 1934, 1935, and 1936, came in 1940, when radio broadcasting and professional games ceased, and English playing terms and team names were replaced by Japanese words. In August of 1940, baseball was abolished in Japan, and on December seventh, Pearl Harbor was attacked. The sports world tried to explain the deed as a weakness in the Japanese national character, rather than as a failure of the civilizing role of baseball, and threw itself fully into the war effort. A period of idealism and naivete was coming to an end, and sports slowly came to recognize the fact, just as did the rest of society. (MB)

ED 131 016 SP 010 575

**The Scottish Council for Research in Education: Forty-Eight Annual Report, 1975-76.**

Scottish Council for Research in Education.

Pub Date—Sep 76

Note—82p.; For related document, see ED 118 547 Available from—Scottish Council for Research in Education, 16 Moray Place, Edinburgh, Scotland EH3 6DR (Free)

EDRS Price MF-50.83 HC-\$4.67 Plus Postage.

Descriptors—\*Annual Reports, Doctoral Theses, \*Educational Economics, \*Educational Research, \*Foreign Countries, Institutional Role, Masters Theses, \*Research and Development Centers, Research Projects

Identifiers—Scotland, \*Scottish Council for Research in Education

The report of the Chairman, Scottish Council for Research in Education (SCRE), examines the question of funding for educational research in light of the present economic situation. While the Council was successful in obtaining grants to fund its projects, uncertainty of future funding is a major concern. The Chairman also stresses the importance of planning (to assure that education needs are assessed and research conducted in a timely manner) and maintenance of staff and research teams. Reports are given from the finance and communications committees, from twelve research projects in education, and two grant-aided research programs,



followed by other reports concerning staff professional activities, income/expenditure accounts, and the SCRE Information Sheet series of Scottish educational research projects. A comprehensive list of research projects presented for degree requirement in Scottish universities for 1975 with updates from previous years, and of SCRE publications from 1930 to the present, concludes the report. (MB)

**ED 133 252** SO 009 659  
**Educational and the Japan-America Tie in the Mid-70s. Occasional Papers, No. 18.**

Council on International Educational Exchange, New York, N.Y.

Pub Date—75

Note—8p.; Paper presented at the Annual Meeting of the Council on International Educational Exchange (November 7, 1974)

Available from—Council on International Educational Exchange, 777 United Nations Plaza, New York, New York 10019 (free)

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**  
Descriptors: \*Cultural Differences, Cultural Factors, Economic Change, Economic Factors, \*Economic Progress, Economics, Higher Education, Imagery, \*International Relations, News Media, Political Science, Socioeconomic Influences, Student Exchange Programs, Television, World History, World Problems

Identifiers—\*Japan

Presented at a seminar on Resources for Educational Exchange with Japan, this paper emphasizes the closeness of the ties between Japan and the United States and the importance of the educational and cultural dimensions of the relationship. An historical treatment of the relationship between the two countries since 1872 points out the rapid change of imagery each country has for the other. The changes were mainly due to Japan's rapid economic and political growth. For example, the American impression of Japan changed three times in the 1960s. First, friendly Japan supplied products to the United States, then prosperous Japan economically threatened the United States when it experienced economic strain, and finally Japan was weakened when cut off from the U.S. market during the oil crisis. During the period of recent calm in this economically interdependent relationship, cooperation and joint efforts must be planned for dealing with future world problems. The imbalance of the educational and cultural dimensions of the relationship demands equalization. For instance, media and television in Japan are greatly concerned with what is happening in the United States, whereas the media in the United States pays little attention to Japan. Likewise, many Japanese students attend American schools and return to Japan knowledgeable about the United States, but few American students become so involved in Japan to learn the Japanese language. (ND)

**ED 133 264** SO 009 678  
*Wrasche, Stanley P.*

**UNESCO and the Academic Community: A Case Study.**

Pub Date—Nov 76

Note—17p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976); Not available in hard copy due to poor legibility of original document

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors: \*Academic Freedom, Activism, Administrative Policy, \*Case Studies, \*Censorship, College Environment, Conflict, \*Ethics, Freedom of Speech, Higher Education, International Organizations, Political Attitudes, Political Issues, Politics, \*Professors, Social Studies, Teacher Behavior, Teacher Militancy, World Affairs

A case study concerning professional ethics and political activism of university professors is presented. The subject of the study is the Committee

for an Effective UNESCO, an organization which is pressuring the academic community to boycott all UNESCO-sponsored activities until UNESCO ceases its alleged discriminatory political activities and modifies resolutions condemning Zionism and racism. The intent of the author is to call attention to a situation that has created considerable internal controversy at American universities. The attempts of Committee members to cancel a UNESCO conference at Michigan State University in 1976 are documented, and letters circulated by the Committee concerning this and other university conferences are discussed. The ethical issues dealt with relate to those which surround the UNESCO conference, policy statements issued by the National Council for the Social Studies on academic freedom and open inquiry, freedom of speech, freedom of the press, and the responsibility of the university to remain a marketplace for the free exchange of ideas. An appendix presents a chronology of 14 events prior and subsequent to the UNESCO-sponsored conference at Michigan State University, May 24 through 29, 1976. (Author/DB)

**ED 133 281** SO 009 711  
*Browne, Millard C.*

**The United States and Japan. A Wingspread Conference of Editors from Japan and the United States (Racine, Wisconsin, November 2-5, 1975).** International Press Inst., Pittsburgh, Pa. Johnson Foundation, Inc., Racine, Wis.

Pub Date—Sep 76

Note—25p.

Available from—The Johnson Foundation, Racine, Wisconsin 53401 (free)

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**  
Descriptors: \*Conferences, Cultural Differences, Economics, Foreign Countries, Foreign Policy, Global Approach, \*International Relations, \*News Media, News Reporting, Politics, Press Opinion, World Affairs, \*World Problems

Identifiers—Japan, United States

The purpose of this conference of news executives from Japan and the United States was to exchange views on the relationship of the two nations and to identify areas of common concern. In general, it was agreed that the two nations are getting along very well despite their cultural differences. The first session dealt with the U.S. role in Asia. The consensus was that Japan has taken the U.S. pullout from Southeast Asia in stride and is exerting its own influence as best possible diplomatically and economically. The U.S. commitment to South Korea is a touchy area for both countries, and Japan urged the United States to recognize North Korea so it can be brought into the world community. Fear of both Korea was expressed. A consensus exists for the current American-Japanese security treaty. Speakers warned about underrating trouble spots such as China and Russia, Europe, money exchange, access to resource materials, and direct investment policies. A light discussion ensued of cultural and sociological contrasts, followed by a probe into the victor-vanquished relationship after World War II. The final session concerned media coverage of one country by the other and the relationship between the newsmen in crisis times and under ordinary conditions. (ND)

**ED 135 310** HE 008 678  
**Report of the Council of the United Nations University. General Assembly. Thirty-first Session. Supplements No. 31 (A/31/31) and No. 31A (A/31/31/Add.1).** United Nations General Assembly, New York, N.Y.

Pub Date—76

Note—98p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors: \*Contracts, Financial Support, Interinstitutional Cooperation, \*International Educa-

tion, \*International Programs, \*Program Planning, \*Universities, \*University Administration

Identifiers—\*UNESCO, \*United Nations University

An annual report prepared for submission to the Secretary-General of the U.N. and the Director-General of UNESCO focuses on activities from July 1974 through January 1976. Summaries cover: establishment of the University Center, the university headquarters; institutional relations (with institutions incorporated into the university, associated institutions, and through contractual arrangements); formulation of program priorities; and fund raising. Program and institutional relations recommendations from the Rector to the Council are appended. (MSE)

**ED 135 347** IR 004 425  
**The EUJISED Project: Present Situation, Problems and Prospects.**

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DEC s/Doc (76) 1 revised

Pub Date—2 Feb 76

Note—7p.

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors: Abstracting, \*Computer Oriented Programs, Data Bases, Indexing, \*Information Networks, Information Services, Information Systems, \*International Educational Exchange, International Organizations, International Programs, \*Research Utilization

Identifiers—EUJISED, \*European Documentation and Information System

Established in 1968, The European Documentation and Information System for Education (EUJISED) has passed through several developmental stages. Initially, early attempts to apply computer techniques to educational documentation and information were not coordinated between European countries. Interest in the American ERIC system resulted in two studies. The first study (1970) concerned the problems of using a common thesaurus of descriptors and a common format. The second study (1971) designed a proposed system. In 1974, the multilingual EUJISED Thesaurus was published and field experiments began to test the proposed system. In the primary experiment twelve national agencies completed a common worksheet on selected R & D projects in their countries, and the results were published in the EUJISED R & D Bulletin. This and other experiments led to increased standardization between countries regarding indexing, abstracting, and dissemination. Present concerns are for the maintenance of a self-sustaining system; the expansion of computer access to all agencies; and the access to ERIC material and data from various international organizations. (DAO)

**ED 135 732** SP 010 777  
**The Role of Physical Education and Sport in the Education of Youth in the Context of Life-long Education. Final Report.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—76

Note—57p.; Report of First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (UNESCO House, April 10-16, 1976); For related documents, see SP010776-78

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**  
Descriptors: \*Athletics, Cooperative Planning, \*Government Role, Human Development, Interdisciplinary Approach, \*International Educational Exchange, Leisure Time, \*Lifetime Sports, \*Physical Education, \*Physical Fitness, Physical Recreation Programs, Youth

This document is the final report of the first international conference of ministers and senior officials

responsible for physical education and sport. The conference studied the following subjects: (1) the present situation of physical education and sport in the education of youth; (2) the role to be played by physical education and sport in the education of youth in the perspective of life-long education; (3) the strategies to be developed and steps to be taken at the national level for the promotion of physical education and sport; and (4) international co-operation for the promotion of physical education and sport. The conference was attended by 101 Member States and Associate Members, observers from one non-Member State, three intergovernmental organizations, and sixteen international non-governmental organizations. Included are the reports of two commissions and the recommendations of the conference. Appendices include the agenda of the conference, addresses delivered at the conference, documents and exhibits presented, and lists of participants, the secretariat and officers of the conference. (JD)

#### ED 136 114 CG 011 141

**Careers Canada, Volume 10: Careers in Sales.**  
Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date—76

Note—38p.

Available from—Printing and Publishing, Supply and Services Canada, Ottawa, Canada KIA OS9 (HC \$1.00, Canada, \$1.20, other countries, Catalogue No. MP70-20/8-1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—\*Career Change, \*Career Choice, \*Career Opportunities, \*Employment Opportunities, \*Guides, \*Jobs, \*Merchandising, \*Occupational Information, \*Retailing, \*Salesmanship, \*Sales Occupations

Identifiers—\*Canada

This booklet, one of a series on Canadian career opportunities, is designed for those who are interested in a career in sales. The sales occupations described include manufacturers, wholesale, technical and scientific sales representatives, sales managers, purchasing agents and buyers, and retail sales persons and managers. Special sales careers described include real estate agents, insurance sales, travel agents, auctioneers and security sales persons. Ideal background, education, qualifications, training, working conditions, salary and future outlook of each position are incorporated in profiles of individuals employed in these sales positions. (JTR)

#### ED 136 115 CG 011 142

**Careers Canada, Volume 9: Careers in the Hospitality Industry.**  
Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date—76

Note—37p.

Available from—Printing and Publishing, Supply and Services Canada, Ottawa, Canada KIA OS9 (HC \$1.00, Canada, \$1.20, other countries, Catalogue No. MP70-20/8-1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—\*Career Awareness, \*Employment Opportunities, \*Food Service Occupations, \*Guides, \*Hotels, \*Job Analysis, \*Jobs, \*Managerial Occupations, \*Manpower Needs, \*Occupational Information, \*Tourism

Identifiers—\*Canada

This booklet, designed for prospective job seekers, describes occupational opportunities within the food service, food preparation and hotel/motel industries in Canada. The preparatory training and job descriptions of cooks, chefs, tourist guides, waiters, hotel and restaurant managers, bartenders and front desk clerks are highlighted. Organizational charts provide information concerning the occupational hierarchy and means of advancement within the hotel/motel and restaurant industries. The authors are convinced that the Canadian tourism industry is rapidly growing; they estimate the number of people

employed in these occupations will increase by over 20 percent within the next five years. (NWS)

#### ED 136 116 CG 011 143

**Careers Canada, Volume 8: Careers in Personal Services.**

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date—76

Note—34p.

Available from—Printing and Publishing, Supply and Services Canada, Ottawa, Canada KIA OS9 (HC \$1.00, Canada, \$1.20, other countries, Catalogue No. MP70-20/8-1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—\*Career Planning, \*Employment Trends, \*Guides, \*Jobs, \*Occupational Information, \*Secondary Education, \*Service Occupations, \*Vocational Education

Identifiers—\*Canada

This guide, prepared by the Canadian office of Manpower and Immigration, informs secondary students of many alternative employment possibilities, and educates the students as to qualifications required. Interviews with workers in various fields of the personal services careers detail what students can expect and what is expected of them for each job. Also included in the booklet is a future outlook predicting employment trends in each field's future. (MML)

#### ED 136 117 CG 011 144

**Careers Canada, Volume 6: Careers in Social Sciences.**

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date—76

Note—27p.

Available from—Printing and Publishing, Supply and Services Canada, Ottawa, Canada KIA OS9 (HC \$1.00, Canada, \$1.20, other countries, Catalogue No. MP70-20/6-1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—\*Career Awareness, \*Employment Opportunities, \*Guides, \*Job Analysis, \*Job Applicants, \*Manpower Needs, \*Occupational Choice, \*Occupational Information, \*Social Sciences, \*Vocational Interests, \*Work Environment

Identifiers—\*Canada

This booklet, designed for job seekers, familiarizes the reader with careers in the social sciences. Occupational information is provided about careers in anthropology, economics, geography, history, political science, psychology and sociology. It outlines the various types of interests that Canadian social scientists pursue, the nature of their work, the specialties in the field and the environments in which they work. In addition, the booklet provides information about the availability of jobs in particular fields of interest. Tips on how to begin looking for a job in Canada, as well as resume writing and interview techniques are included. (NWS)

#### ED 136 118 CG 011 145

**Careers Canada, Volume 7: Careers in Protective Services.**

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date—76

Note—52p.

Available from—Printing and Publishing, Supply and Services Canada, Ottawa, Canada KIA OS9 (HC \$1.00, Canada, \$1.20, other countries, Catalogue No. MP70-20/7-1976)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—\*Career Planning, \*Employment Opportunities, \*Guides, \*Jobs, \*Occupational Information, \*Police, \*Secondary Education, \*Service Occupations

Identifiers—\*Canada

This guide, prepared by the Canadian Office of Manpower and Immigration, intends to inform secondary students of many alternative employment

possibilities and educate the students as to qualifications required. Interviews with workers in various fields of the protective services careers detail what students can expect and what is expected of them for each job. Also included in the booklet is a future outlook predicting employment trends in each field's future. (MML)

#### ED 137 250 SP 010 887

*Griffin, Willis H.*

**International Educational Cooperation and the World's Future (A Transitional Model of Educational Relations Across National/Cultural Boundaries, Within the Context of Preferred World Futures, and As a Basis for Educational Planning).**

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Educational Planning, \*Futures (of Society), \*Interinstitutional Cooperation, \*International Education, \*International Educational Exchange, \*International Organizations, \*International Relations, \*Models

This paper suggests a model to integrate three essential thrusts in international education: (1) central concern with the future global society; (2) institutional cooperation across national/cultural boundaries; and (3) integrated planning on campuses, in individual schools, state or provincial systems, or national educational leadership agencies. It is suggested that the future global social system be the central core from which to evolve a definition and conceptualization of the field of international education and cooperation in education. The model assumes conceptions of preferred global futures as a necessary first element in avoiding vacuum and overly general educational purposes. Implementation of the model may result from initiative in any one of several places—individual national agencies, universities or colleges, school systems, international agencies such as UNESCO, the United Nations University, the Southeast Asia Ministers of Education Organization, foundations, and national or international funding agencies. (MM)

#### ED 137 743 CS 003 346

*Fleming, James T.*

**On the International Need for the Advanced Study of Reading.**

Pub Date—Sep 76

Note—16p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (Dublin, Ireland, September 23-25, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Beginning Reading, \*Cross Cultural Studies, \*Interdisciplinary Approach, \*Literature Reviews, \*Reading Instruction, \*Reading Processes, \*Reading Research, \*Research Needs

In spite of the recognition accorded three-quarters of a century ago to the importance of the advanced study of reading, there still remain far too many individuals and institutions for whom reading, not reading acquisition, and reading instruction are not yet established as areas of study worthy of the most serious, scholarly attention. The case for such advanced study must be made insistently, and informed priorities regarding aspects of reading must be in need of investigation must be periodically established. Both basic and applied research are seen as necessarily related. Little progress is expected from studies reflecting a narrow focus and an absence of interdisciplinary efforts within the broader context of international cooperation. (Author)

## ED 002 955

GERBNER, GEORGE

## MASS COMMUNICATIONS AND POPULAR CONCEPTIONS OF EDUCATION, A CROSS-CULTURAL STUDY.

Illinois Univ., Urbana. Inst. of Communications Research.

Report No.—CRP-876

Pub Date—64

Note—67p.

EDRS Price MF-\$2.00 HC-\$36.83 Plus Postage.

Descriptors—\*Communications, \*Comparative Analysis, \*Cultural Differences, \*Educational Attitudes, General Education, Information Dissemination, Institutions, \*Mass Media, \*Public Opinion, Statistical Surveys, Systems Analysis

Identifiers—EUROPE, ILLINOIS, URBANA

CONTRIBUTIONS OF MASS-PRODUCED INFORMATION AND ENTERTAINMENT TO THE DEVELOPMENT OF PUBLIC IMAGES IN EDUCATION WERE INVESTIGATED IN THE UNITED STATES, WESTERN EUROPE, AND EASTERN EUROPE. THIS PROJECT SERVED TO CREATE A MODEST HISTORICAL DIMENSION AND A CROSS-CULTURAL COMPARATIVE PERSPECTIVE OF CERTAIN DYNAMIC ASPECTS OF MASS MEDIA EDUCATION (THROUGH INFORMATION, PERSUASION, OR ENTERTAINMENT) WITH RESPECT TO FORMAL EDUCATION SYSTEMS OF COUNTRIES. THE VARIOUS STUDIES WERE CONCERNED WITH TRENDS OVER TIME, PATTERNS OF CONTENT ACROSS CULTURES, AND REASONS BEHIND THESE TRENDS AND PATTERNS. INTERVIEWS WERE CONDUCTED WITH OVER 100 KNOWLEDGEABLE PERSONS IN THE MASS MEDIA FIELD AND IN EDUCATION IN THE COUNTRIES STUDIED. DOZENS OF INDEXES, ARCHIVES, AND SPECIAL COLLECTIONS OF RELEVANT DATA WERE SEARCHED. CONTENT STUDIES INCLUDED ANALYSES OF THOUSANDS OF NEWSPAPER ITEMS, FULL-LENGTH FEATURE FILMS, RADIO AND TELEVISION DRAMA PROGRAMS, POPULAR MAGAZINE STORIES, AND FICTIONAL AND DRAMATIC CHARACTERS. THE RESULTS OF THE PROGRAM WERE BROUGHT TOGETHER WITH RESPECT TO TWO ASPECTS OF THE DYNAMICS OF IMAGE-FORMATION AS FOLLOWS—(1) "CONTENT," OR THE COMPOSITION AND STRUCTURE OF A MESSAGE SYSTEM, I.E., THE WAY MASS MEDIA SYSTEMS PORTRAY TEACHERS, SCHOOLS, AND EDUCATION, AND (2) "PROCESS," OR THE INFLUENCES, RELATIONSHIPS, AND REQUIREMENTS WHICH AFFECT THE PRODUCTION OF A MESSAGE SYSTEM. THE MAJOR THEORETICAL IMPLICATIONS OF THESE STUDIES WERE RELATED TO INSTITUTIONAL DYNAMICS AFFECTING MASS CULTURAL REPRESENTATIONS OF EDUCATION IN DIFFERENT SOCIETIES. (JH)

## ED 003 352

GIBSON, ROBERT L.

## A COMPARATIVE STUDY OF THE ACADEMIC ACHIEVEMENT OF ELEMENTARY AGE STUDENTS OF THE UNITED STATES AND THE BRITISH ISLES.

Toledo Univ., Ohio. Research Foundation.

Report No.—CRP-2177

Pub Date—JUN65

Note—209p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—\*Academic Achievement, \*Achievement, \*Achievement Tests, Arithmetic, Comparative Analysis, \*Cultural Background, \*Cultural Differences, \*Educational Background, \*Educational Methods, \*Elementary School Students, English Instruction, Reading Achievement

Identifiers—CALIFORNIA ACHIEVEMENT

TEST, GREAT BRITAIN, OHIO, TOLEDO. A CROSS-CULTURAL STUDY WAS CONDUCTED TO COMPARE THE ACHIEVEMENT LEVELS OF BRITISH AND UNITED STATES ELEMENTARY SCHOOL STUDENTS IN GRADES 1-6, OF VARYING ABILITY LEVELS, FROM BOTH PRIVATE AND PUBLIC SCHOOLS AT THE APPROXIMATE BEGINNING, MIDDLE, AND END OF THE ACADEMIC YEAR. ACHIEVEMENT ANALYSES WERE BASED PRIMARILY UPON SCORES EARNED ON THE CALIFORNIA ACHIEVEMENT TEST, MODIFIED TO ELIMINATE CULTURALLY BIASED ITEMS. BRITISH-CONSTRUCTED, STANDARDIZED ACHIEVEMENT TESTS WERE USED PRIMARILY AS MEASURES OF THE VALIDITY OF THE CALIFORNIA ACHIEVEMENT TEST. VALIDITY COEFFICIENTS BETWEEN BOTH TESTS ON COMPARABLE SUBJECT-MATTER AREAS RANGED FROM 0.56 TO 0.89. SEVEN CONCLUSIONS WERE REACHED—(1) THROUGH THE FIRST FOUR GRADES, BRITISH PUPILS WERE AT HIGHER LEVELS OF ACHIEVEMENT IN ALL SUBJECT AREAS AND ACROSS ABILITY LEVELS, (2) BY GRADES FIVE AND SIX, U.S. PUPILS WERE ACHIEVING AT APPROXIMATELY THE SAME LEVELS IN NEARLY ALL THE TESTED SUBJECT AREAS, (3) ON A COMPARATIVE BASIS, BRITISH PUPILS WERE STRONGEST IN ARITHMETIC FUNDAMENTALS AND U.S. PUPILS IN ENGLISH USAGE, (4) U.S. PUPILS SCORED COMPARATIVELY HIGHER ON U.S. TESTS, BRITISH ON BRITISH TESTS, (5) THE MARGIN BETWEEN HIGH AND AVERAGE ABILITY GROUPINGS WAS GREATER FOR THE BRITISH SAMPLE, (6) THERE APPEARED TO BE LITTLE DIFFERENCE BETWEEN THE ACHIEVEMENT OF PUBLIC AND PRIVATE SCHOOL PUPILS, AND (7) U.S. PUPILS WERE STRONGEST IN REASONING PROBLEMS, WHILE BRITISH PUPILS WERE STRONGEST ON METHOD PROBLEMS. (HB)

## ED 003 403

CLAYTON, A. STAFFORD

## HISTORICAL AND SOCIAL DETERMINANTS OF PUBLIC EDUCATION POLICY IN THE UNITED STATES AND EUROPE.

Indiana Univ., Bloomington.

Report No.—CRP-F-017

Pub Date—65

Note—410p.

EDRS Price MF-\$1.33 HC-\$22.95 Plus Postage.

Descriptors—\*Cultural Differences, \*Cultural Factors, Education, \*Educational Policy, Policy, Public Education, Religion, Religious Education, \*Religious Factors, \*Social Influences

Identifiers—BLOOMINGTON, ENGLAND, INDIANA, NETHERLANDS, SWEDEN, WALES

A STUDY WAS CONDUCTED WHICH CONSIDERED SELECTED EUROPEAN EXPERIENCES INVOLVING RELATIONSHIPS BETWEEN RELIGION AND PUBLIC EDUCATION AS RELATED TO ELEMENTARY AND SECONDARY, NATIONAL EDUCATIONAL POLICY. THE PUBLIC EDUCATIONAL POLICIES OF ENGLAND, THE NETHERLANDS, AND SWEDEN WERE EXAMINED BY MEANS OF LITERATURE SEARCHES, OBSERVATIONS, INTERVIEWS, AND CORRESPONDENCE. IN GENERAL, THE FINDINGS INDICATED THAT "ECCLIESIASTICALLY BASED" CLAIMS TO AUTHORITY IN MATTERS OF RELIGION STEM FROM PARTICULAR HISTORIC CREEDS AND DOCTRINES. THE TEACHING MISSION OF THE CHURCH IS DISTINGUISHED FROM THE EDUCATIONAL FUNCTIONS OF THE PUBLIC

SCHOOL. OTHER CONCLUSIONS AND REFERENCES ARE REPORTED. (TC)

## ED 003 430

HESS, ROBERT D. AND OTHERS

## CONFERENCE ON DEVELOPMENT OF CROSS-NATIONAL RESEARCH ON THE EDUCATION OF CHILDREN AND ADOLESCENTS.

Chicago Univ., Ill.

Report No.—CRP-G-015

Pub Date—OCT64

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Adolescents, \*Child Rearing, \*Cognitive Development, Comparative Analysis, Comparative Education, \*Conferences, \*Educational Research, \*International Education, \*Social Attitudes

Identifiers—BRAZIL, CHICAGO, ENGLAND, GERMANY, ILLINOIS, ITALY, MEXICO

NINE FOREIGN RESEARCH CENTERS AND 9 UNITED STATES RESEARCH CENTERS WERE REPRESENTED BY 24 INVESTIGATORS AT A CROSS-NATIONAL CONFERENCE IN CHICAGO, ILLINOIS, ON FEBRUARY 20-21, 1964. OBJECTIVES OF THE CONFERENCE WERE: (1) TO EXAMINE THE IMPLICATIONS OF CONTEMPORARY RESEARCH FOR EDUCATION, (2) TO PLAN NEW PROJECTS WITH PARTICULAR RELEVANCE FOR EDUCATION, AND (3) TO COMMUNICATE THE RESULTS OF THIS CONFERENCE TO A WIDER AUDIENCE IN ORDER TO STIMULATE INTEREST AND ADDITIONAL RESEARCH. A WORK GROUP ON CHILD-REARING PRACTICES SUGGESTED THAT THE PROBLEM OF OBTAINING COMPARABLE CROSS-NATIONAL DATA IN A SYSTEMATIC WAY BE APPROACHED BY SETTING UP TWO KINDS OF STRUCTURES UNDER INTERNATIONAL SPONSORSHIP—(1) A FEDERATION OF 7 TO 12 NEWLY DEVELOPED RESEARCH FACILITIES IN STRATEGICALLY SELECTED AREAS OF THE WORLD, AND (2) A RELATED, BUT MORE LOOSELY FEDERATED, AND PROBABLY LESS RECIPROCALLY OPERATED, STRING OF ABOUT 30 RESEARCH FACILITIES IN ALREADY EXISTING CENTERS OF LEARNING AND RESEARCH. THE WORK GROUP ON DEVELOPMENT OF SOCIAL ATTITUDES DEVELOPED A PLAN FOR CROSS-CULTURAL INVESTIGATION TO BE INSTITUTED IN THE UNITED STATES, GERMANY, ITALY, MEXICO, BRAZIL, AND POSSIBLY ENGLAND ON VARIOUS SPECIFIED AREAS OF BEHAVIOR. THE WORK GROUP ON COGNITIVE DEVELOPMENT DISCUSSED CURRENT RESEARCH PROJECTS PERTAINING TO DEVELOPMENT OF THE CHILD'S COGNITIVE FUNCTIONING AND VALUE CONCEPTS. (JM)

## ED 003 667

WRIGHT, PETER C. AND OTHERS

## THE ROLE AND EFFECTS OF LITERACY IN A GUATEMALAN LADINO PEASANT COMMUNITY.

University of South Florida, Tampa.

Report No.—CRP-S-027

Pub Date—65

Contract—OEC-4-10-135

Note—181p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Children, Community Problems, \*Cultural Differences, Culturally Disadvantaged, \*Literacy, Parents

Identifiers—COMMUNITY STUDIES, EL

JOCOTE, FLORIDA, GUATEMALA, TAMPA. AN INVESTIGATION WAS MADE OF LITERACY IN A REPRESENTATIVE VILLAGE OF RURAL GUATEMALA. THE COM-

THESE ARE STRONG RELATIONSHIPS BETWEEN LITERACY AND GENERAL LEVEL OF FUNCTIONING IN THE COMMUNITY. LITERATE PERSONS PLACED HIGH EMPHASIS UPON THE IMPORTANCE OF SCHOOLS FOR BOTH CHILDREN AND ADULTS, AND REALIZED THE RELATIONSHIP BETWEEN SCHOOLING AND HEALTH, ECONOMIC STATUS AND GENERAL WELL BEING. OTHERS IN THE PEASANT COMMUNITY DO NOT CLEARLY UNDERSTAND WHAT LITERACY CAN MEAN TO THEM. (JK)

ED 003 703

WARREN, RICHARD L.  
CULTURAL TRANSMISSION IN A RURAL, GERMAN COMMUNITY.

Stanford Univ., Calif.  
Report No.—CRP-S-170  
Pub Date—65

Note—31P.

EDRS Price MF-50.83 HC-\$2.06 Plus Postage.  
Descriptors—\*Behavior Patterns, \*Community Attitudes, Community Development, Cultural Factors, Democratic Values, \*Educational Change, \*Rural Education, \*School Community Relationship

Identifiers—CALIFORNIA, GERMANY, STANFORD

THE RELATIONSHIP BETWEEN CONTINUITY AND CHANGE IN THE EDUCATIONAL SYSTEM OF A SMALL (3,100), RURAL COMMUNITY IN SOUTHWEST GERMANY WAS STUDIED. DATA WERE GATHERED BY THE AUTHOR DURING TEMPORARY RESIDENCE IN THE TOWN AND FROM CONVERSATIONS WITH THE MAYOR, TEACHERS, OFFICIALS, AND TOWNSPEOPLE. TWO GENERAL CONCLUSIONS WERE MADE. FIRST, WHILE THE COMMUNITY RESIDENTS ENJOYED THE PRIVILEGES AND RESPONSIBILITIES OF A DEMOCRACY, ONLY THE STRUCTURE AND FORM APPEARED TO BE A REALITY. SECOND, INDUSTRIAL DEVELOPMENT WAS MAKING MARKED CHANGES IN THE LIFE OF THE COMMUNITY. (LP)

ED 003 930

GOROKHOFF, BORIS I.  
LANGUAGE DEVELOPMENT IN THE SOVIET UNION, A PRELIMINARY SURVEY.

Report No.—NDEA-VI-60  
Pub Date—15FEB63

Contract—OEC-3-14-011

Note—34P.

EDRS Price MF-50.83 HC-\$3.50 Plus Postage.  
Descriptors—\*Linguistics, \*Modern Languages, Policy, \*Russian

Identifiers—SOVIET UNION (USSR)  
THE SOVIET GOVERNMENT PROGRAMS AND IDEOLOGICAL CONCEPTS THAT HAVE INFLUENCED THE SOVIET LANGUAGE PROGRAM ARE DESCRIBED, AND THE LANGUAGE DEVELOPMENTS RESULTING FROM THE PROGRAM ARE DISCUSSED UNDER THESE HEADINGS—(1) SOVIET LANGUAGE THEORY, (2) SOVIET LANGUAGE POLICIES, (3) DEVELOPMENT OF THE RUSSIAN LANGUAGE, (4) DEVELOPMENT OF SOVIET MINORITY LANGUAGES, (5) LINGUISTIC RESEARCH, (6) STUDY AND TEACHING OF FOREIGN LANGUAGES

OF ENGLAND.

Wheelock Coll., Boston, Mass.  
Report No.—BR-5-8278; CRP-S-034  
Pub Date—66

Note—19P.

EDRS Price MF-50.83 HC-\$1.67 Plus Postage.  
Descriptors—\*Adult Education, \*Educational Opportunities, \*Educational Philosophy, \*Philosophy, \*Social Values  
Identifiers—BOSTON, ENGLAND, MASSACHUSETTS

THE RELATION OF THE ATTITUDES OF LEADING PUBLIC MEN IN BRITAIN CONCERNING LARGE-SCALE EDUCATIONAL OPPORTUNITY TO THE GENERAL PHILOSOPHY OF LIFE IN THE VICTORIAN PERIOD WAS STUDIED. THE EDUCATIONAL IDEOLOGIES OF BENJAMIN DISRAELI, WILLIAM E. GLADSTONE, LORD JOHN RUSSELL, AND WILLIAM LOVETT WERE ASCERTAINED. ADULT EDUCATION IN 19TH-CENTURY BRITAIN WAS EXAMINED WITH SPECIFIC REFERENCE TO THE SOCIAL PHILOSOPHY EXPOUNDED IN AND BY LITERARY AND PHILOSOPHICAL SOCIETIES, MECHANICS INSTITUTES, LYCEUMS, WORKING MEN'S COLLEGES, SETTLEMENT HOUSES, AND PUBLISHING VENTURES. THE PROCEDURES USED WERE TO EXAMINE PRIVATE PAPERS, PUBLISHED WORKS, GOVERNMENT REPORTS, BIOGRAPHIES, AND MONOGRAPHS. THE RESULTS AND CONCLUSIONS WERE PRESENTED IN DETAIL. THE ROLE OF ADULT EDUCATION IN FOSTERING A COHESIVE SOCIETY WAS EMPHASIZED. (TC)

ED 012 805

AA 000 165

TOMIC, VERA

HIGHER EDUCATION AND TEACHER TRAINING IN YUGOSLAVIA.

Pub Date—28NOV66

Contract—OEC-5-99-062

Note—314P.

EDRS Price MF-51.00 HC-\$16.73 Plus Postage.  
Descriptors—\*Educational Philosophy, \*Elementary Education, \*Higher Education, \*School Organization, \*Secondary Education, \*Teacher Education

Identifiers—YUGOSLAVIA

THE ROLE OF EDUCATION IN YUGOSLAVIA, THE ORGANIZATION OF THE EDUCATIONAL SYSTEM, THE OPERATING POLICIES, AND THE CHANGES AND NEW DEVELOPMENTS IN THE SCHOOLS THAT HAVE OCCURRED SINCE THE SECOND WORLD WAR ARE DESCRIBED IN DETAIL. THE DESCRIPTION IS PRESENTED UNDER THE FOLLOWING HEADINGS—(1) THE YUGOSLAV STATE AND THE EDUCATIONAL SYSTEM, INCLUDING A DESCRIPTION OF THE STRUCTURE OF THE SCHOOL SYSTEM, (2) HISTORICAL DEVELOPMENT OF HIGHER EDUCATION, (3) QUANTITATIVE DEVELOPMENT OF HIGHER EDUCATION, (4) REFORM OF HIGHER EDUCATION, (5) ORGANIZATION OF HIGHER EDUCATION, (6) PROGRAM OF STUDIES AND CURRICULUMS, (7) STUDENTS, (8) TEACHING STAFF, (9) ADMINISTRATION, (10) CHARACTERISTICS OF THE SYSTEM AND PROPOSALS FOR THE FUTURE, (11) TEACHER TRAINING OF PRESCHOOL, ELEMENTARY, AND SECONDARY TEACHERS, AND (12) CON-

TERS. THE TEACHER SHURIGAE WAS CREATED BY THE REORGANIZATION AND EXPANSION OF EDUCATION THAT RESULTED FROM REFORM OF THE SCHOOLS. (AL)

ED 013 363

AA 000 215

FRIEDMAN, LEONARD M.

THEORIES AND PRACTICES IN THE EDUCATION OF WOMEN DURING THE AGE OF ENLIGHTENMENT IN FRANCE.

Chatham Coll., Pittsburgh, Pa.

Report No.—BR-5-8230; CRP-S-096

Pub Date—67

Note—156P.

EDRS Price MF-50.83 HC-\$8.69 Plus Postage.

Descriptors—\*Church Role, \*Education, \*Educational Philosophy, Educational Theories, Equal Education, \*Females, \*Practical Arts

A REPORT WAS GIVEN ON A SEARCH OF THE LITERATURE ON THE EDUCATION OF WOMEN IN FRANCE DURING THE PERIOD FROM THE FOUNDING OF ST. CYR (1686) THROUGH THE REVOLUTION. THE AUTHOR SUMMARIZES (1) THE EDUCATIONAL PRACTICES USED AND (2) THE EDUCATIONAL THEORIES PROPOSED AT THAT TIME. WHILE THE EDUCATION OF WOMEN IN 18TH-CENTURY FRANCE LEFT MUCH TO BE DESIRED, IT WAS PERHAPS BETTER AND MORE WIDESPREAD THAN MIGHT HAVE BEEN ASSUMED. A CONSIDERABLE PROPORTION OF THE GIRLS OF THE NONPRIVILEGED CLASSES DID AT LEAST RECEIVE AN ELEMENTARY EDUCATION, LEARNING TO READ, WRITE, DO SIMPLE ARITHMETIC AND ACQUIRE THOSE MANUAL SKILLS, ESPECIALLY NEEDLEWORK, WHICH WOULD BE MOST USEFUL TO THEM IN THE LINES FOR WHICH THEY WERE ULTIMATELY DESTINED. THE DAUGHTERS OF THE WEALTHY BOURGEOISIE AND THE ARISTOCRACY USUALLY RECEIVED THEIR EDUCATION IN CONVENTS WHICH THEY ENTERED AT THE AGE OF 6 OR 7 AND WHICH THEY LEFT AT BETWEEN 16 AND 20 YEARS OF AGE IN ORDER TO MARRY. MANY EDUCATIONAL THEORIES WERE PROPOSED IN FRANCE ESPECIALLY DURING THE SECOND HALF OF THE 18TH CENTURY. OPINION WAS NEARLY UNANIMOUS THAT (1) WOMEN'S EDUCATION WAS OF POOR QUALITY AND THERE WAS NEED FOR IMPROVING IT AND (2) PROPOSALS FOR EDUCATION OF WOMEN SHOULD BE BASED UPON AN UNDERSTANDING OF THE NATURE OF WOMEN AND THEIR ROLE IN SOCIETY. DIVERGENT VIEWS RANGED FROM FEMINIST SENTIMENT TO ANTI-FEMINISM. ON THE WHOLE, HOWEVER, THE CENTURY WAS FAVORABLE TO THE CAUSE OF WOMEN. CHANGING ATTITUDES BROUGHT THE PROPOSAL, MADE DURING THE REVOLUTION, THAT WOMEN SHOULD HAVE COMPLETE EDUCATIONAL EQUALITY BECAUSE OF THEIR NATURAL RIGHTS AS EQUAL MEMBERS OF THE HUMAN RACE. (AL)

**SAPRA, G.L. SHARMA, R.C.**  
**WASTAGE AND STAGNATION IN PRIMARY  
 AND MIDDLE SCHOOLS IN INDIA. PRO-  
 JECTION REPORT.**

National Inst. of Education, New Delhi (India).

Pub Date—67

Note—281P.

**EDRS Price MF-50.83 HC-\$15.39 Plus Postage.**

Descriptors—\*Dropout Characteristics, Dropout Problems, \*Dropout Rate, \*Dropout Research, Dropouts, \*Elementary School Students, Family Characteristics, \*Junior High School Students, Parent Attitudes, Rural Dropouts, School Conditions, Teacher Attitudes, Urban Dropouts. The extent of wastage (dropouts) and stagnation (grade repetition) at the primary and middle stages of education, the causes of wastage, and the relative importance of each cause were investigated in India. The study is an outcome of collaboration between India's National Council of Educational Research and Training, and the U.S. Office of Education. Background material, including an analysis of the problem and a review of related studies, is presented. The extent of wastage was determined on the basis of national enrollment in each grade for the years 1950-51 through 1963-64. Data from school records and interviews with pupils, parents, and teachers were analyzed under three areas hypothesized as covering the possible causes of dropping out. Pupil and family factors were studied by statistically analyzing differences between dropouts and staying school factors were analyzed in relation to the rate of dropout in each of the sample schools. The relative importance of each determined cause was rated by discriminant function analysis and opinion poll. Recommendations and suggestions for research are given. (PS)

**ED 015 130**

SE 003 725

**HUSEN, TORSTEN. AND OTHERS.**  
**INTERNATIONAL STUDY OF ACHIEVEMENT IN MATHEMATICS, A COMPARISON OF TWELVE COUNTRIES, VOLUME II.**

International Project for the Evaluation of Educational Achievement, Hamburg (West Germany). Report No.—BR-5-0676-VOL-2

Pub Date—67

Note—1p.

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Attitudes, Bibliographies, \*Comparative Education, Comparative Testing, Cultural Differences, Culture, Curriculum, Educational Objectives, Educational Philosophy, \*Evaluation, Instruction, International Organizations, \*Mathematics Education, School Organization, \*Secondary Education, \*Statistical Data, Student Characteristics, \*Testing

Identifiers—AUSTRALIA, BELGIUM, ENGLAND, FEDERAL REPUBLIC OF GERMANY

THIS REPORT BY AN INTERNATIONAL RESEARCH ORGANIZATION SUMMARIZES AN ASSESSMENT OF MATHEMATICAL ACHIEVEMENT IN TWELVE COUNTRIES. THE STUDY WAS DESIGNED TO TEST HYPOTHESES WITHIN THE FRAMEWORK OF COMPARATIVE EDUCATION. MANY OF THE PROBLEMS AND LIMITATIONS OF THE

STUDY ARE EXPLAINED, AND INTERPRETATIONS AND GENERALIZATIONS ARE TEMPERED WITH CAUTION. IN THE SECTION ON FURTHER RESEARCH, PLANS FOR THE NEXT PHASE OF THE INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT (IEA) ARE DISCUSSED IN THE LIGHT OF INSIGHTS GAINED IN THE MATHEMATICS PHASE. CHAPTERS OF THE REPORT DEAL WITH (1) MATHEMATICS TESTS AND ATTITUDE INVENTORY SCORES, (2) CORRELATIONS BETWEEN COUNTRIES, (3) THE RELATION OF SCHOOL ORGANIZATION TO ATTAINMENT IN MATHEMATICS, (4) PROBLEMS RELATED TO THE CURRICULUM AND INSTRUCTIONAL METHODS, (5) THE SOCIAL FACTORS IN EDUCATION, (6) REGRESSION ANALYSIS, AND (7) A SUMMARY OF MAJOR FINDINGS. IN ADDITION TO THE OTHER DATA, THE APPENDICES CONTAIN THE MATHEMATICS TEST AND STATISTICS FOR EACH ITEM. PARTICIPATING COUNTRIES INCLUDE (1) AUSTRALIA, (2) BELGIUM, (3) ENGLAND, (4) FEDERAL REPUBLIC OF GERMANY, (5) FINLAND, (6) FRANCE, (7) ISRAEL, (8) JAPAN, (9) NETHERLANDS, (10) SCOTLAND, (11) SWEDEN, AND (12) UNITED STATES OF AMERICA. THIS DOCUMENT IS AVAILABLE FROM JOHN WILEY AND SONS, 605 THIRD AVENUE, NEW YORK, NEW YORK 10016. (DH)

**ED 016 276**

EA 000 909

**SPRINGER, URSULA K.**  
**RECENT CURRICULUM DEVELOPMENTS AT THE MIDDLE LEVEL OF FRENCH, WEST GERMAN, AND ITALIAN SCHOOLS.**

City Univ. of New York, N.Y. Brooklyn Coll.

Report No.—BR-5-8451

Pub Date—67

Contract—OEC-6-10-211

Note—141P.

**EDRS Price MF-50.83 HC-\$12.71 Plus Postage.**

Descriptors—Bibliographies, Charts, \*Comparative Education, \*Curriculum Development, Curriculum Evaluation, Curriculum Planning, Educational Change, Educational Counseling, \*Educational Innovation, Educational Programs, Enrollment, Language Instruction, Mathematics Instruction, \*Middle Schools, Organization, Science Instruction, Social Studies, \*Teaching Procedures

Identifiers—BROOKLYN, FRANCE, ITALY, WEST GERMANY

FRANCE, WEST GERMANY, AND ITALY ARE SUBJECTS OF AN INTERNATIONAL MIDDLE SCHOOL STUDY TO ACQUAINT AMERICAN EDUCATORS WITH WHAT THE EUROPEAN SCHOOL AUTHORITIES CONSIDER GOOD SCHOOL PROGRAMS, AND WITH THE DIRECTIONS IN WHICH THE AUTHORITIES ARE MOVING TO ADJUST SCHOOLS TO THE NEEDS OF MODERN SOCIETY. INFORMATION FOR THE STUDY WAS OBTAINED BY THE AUTHOR THROUGH INTERVIEWS, PERSONAL CONTACTS, LITERATURE, AND SCHOOL AND STATE RECORDS. MIDDLE SCHOOL CURRICULA IS DISCUSSED IN TERMS OF (1) RECENT REFORMS, (2) THE STRUCTURE AND CHARACTERISTICS OF THE SCHOOL SYSTEM, (3) THE NATURE OF AND PLANNING OF THE CURRICULUM, (4) CHANGES IN GENERAL CURRICULA POLICY, (5) INNOVATION, (6) DEVELOPMENTS IN SUBJECT PROGRAMS, AND (7) QUANTITATIVE COMPARISONS OF CURRICULUM PROGRAMS. APPENDICES CONTAIN A BIBLIOGRAPHY, DIAGRAMS OF THE SCHOOL SYSTEMS, AND THE CURRICULA. (HW)

**RONSHIEM, SALLY B.**  
**A STUDY OF THE DEVELOPMENT OF INTERNATIONAL INTERCULTURAL SCHOOLS IN WESTERN EUROPE FROM 1918 TO 1966. FINAL REPORT.**

New York Univ., N.Y. School of Education.

Report No.—BR-6-8519

Pub Date—3-11-67

Note—59P.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**

Descriptors—Achievement Tests, Admission (School), Curriculum Problems, Educational Research, \*Foreign Countries, Institutional Environment, \*Intercultural Programs, \*Intergroup Education, International Organizations, \*International Programs, Job Tenure, Language Instruction, Proprietary Schools, \*Special Schools

Identifiers—INTERNATIONAL SCHOOLS ASSN, NEW YORK CITY

THIS STUDY TRACES THE ORIGIN AND DEVELOPMENT OF INTERNATIONAL, INTERCULTURAL, AND INTERGOVERNMENTAL SCHOOLS AND SCHOOLS WITH INTERNATIONAL CHARACTERISTICS (CHURCH-RELATED, PROPRIETARY, COMPANY, OVERSEAS, AND INDIVIDUAL GOVERNMENT-OPERATED FOR INTERNATIONAL CLIENTELE), PARTICULAR REFERENCE IS MADE TO SUCH INTERNATIONAL INDEPENDENT SCHOOLS AS THE INTERNATIONAL SCHOOL OF GENEVA AND EUROPEAN INTERGOVERNMENTAL SCHOOLS IN BELGIUM, FRANCE, ITALY, LUXEMBOURG, THE NETHERLANDS, SWITZERLAND, AND WEST GERMANY. CRITERIA FOR INTERNATIONAL SCHOOLS ARE FORMULATED, TYPES OF SCHOOLS ARE IDENTIFIED, AND THE PRESENT STATUS OF THE INTERNATIONAL SCHOOL MOVEMENT IS REPORTED. AREAS FOR FUTURE DEVELOPMENT ARE INDICATED, AND RECOMMENDATIONS BASED UPON STUDY AND PERSONAL OBSERVATION IN THE INTERNATIONAL SCHOOLS OF WESTERN EUROPE ARE MADE. (HM)

**ED 017 052**

EA 001 072

**BARKAN, MANUEL.**  
**NEW DIRECTIONS IN ART EDUCATION: REPORT OF THE INTERNATIONAL SYMPOSIUM (BELGRADE, YUGOSLAVIA) JULY 27-29, 1966). FINAL REPORT.**

National Art Education Association, Washington D.C.

Report No.—BR-6-1840

Pub Date—20NOV67

Contract—OEC-2-6-061840-1247

Note—113P.

**EDRS Price MF-50.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Art Education, Art Expression, Art Materials, Conference Reports, Creativity, Cultural Enrichment, \*Curriculum Development, \*Interdisciplinary Approach, \*International Programs, Public Schools, Research Problems, \*Visual Arts

Identifiers—BELGRADE, DISTRICT OF COLUMBIA

THE INTERNATIONAL SYMPOSIUM ON NEW DIRECTIONS IN ART EDUCATION HELD IN BELGRADE, YUGOSLAVIA, JULY 27-29, 1966, AND SPONSORED COOPERATIVELY BY UNESCO, THE INTERNATIONAL SOCIETY FOR EDUCATION THROUGH ART, THE INSEA COMMITTEE OF YUGOSLAVIA AND THE NATIONAL ART EDUCATION ASSOCIATION OF THE UNITED STATES PROVIDED AN OPPORTUNITY TO DISCUSS SOME FUNDAMENTAL PROBLEMS OF ART EDUCATION. TWENTY-FIVE PARTICIPANTS REPRESENTED 11 COUNTRIES. THE MAJOR PAPERS AND DISCUSSIONS DEVELOPED

LOPED DURING THE SYMPOSIUM WERE RELATED TO CURRENT INTERNATIONAL TRENDS, CONCEPTS, AND PROBLEMS IN ART EDUCATION. (HM)

ED 017 517 TE 000 336

APPLEBEE, ROGER K. SQUIRE, JAMES R.  
A STUDY OF THE TEACHING OF ENGLISH  
IN SELECTED BRITISH SECONDARY  
SCHOOLS. FINAL REPORT.

Illinois Univ., Urbana. National Council of Teachers  
of English, Champaign, Ill.

Report No.—BR-6-1849

Pub Date—1983EB68

Contract—OEC-4-010849-0469

Note—479p.

EDRS Price MF-\$1.50 HC-\$26.11 Plus Postage.

Descriptors—Classroom Techniques, \*Comparative Education, Composition (Literary), Course Content, Course Organization, Drama, English Curriculum, \*English Instruction, \*English Programs, Language, Literature, Oral English, Program Administration, \*Secondary Education, Speech, Teacher Education, Teaching Methods. Identifiers—CURRICULUM DESIGN, GREAT BRITAIN, TEACHING ASSIGNMENTS, U.S.A.

THIS STUDY REPORTS AN INVESTIGATION OF CURRICULAR AND CLASSROOM PRACTICE IN TEACHING ENGLISH IN 42 SECONDARY PROGRAMS IN ENGLAND, SCOTLAND, AND WALES, SELECTED AS OUTSTANDING BY A PANEL OF BRITISH SPECIALISTS. THROUGH SCHOOL AND CLASSROOM VISITATION, INTERVIEWS WITH TEACHERS AND STUDENTS, QUESTIONNAIRES, AND RELATED CASE STUDY METHODS, 10 AMERICAN SPECIALISTS ON ENGLISH AND ENGLISH EDUCATION COMPARED PRACTICES WITH THOSE PREVIOUSLY OBSERVED BETWEEN 1963 AND 1965 IN 158 SELECTED AMERICAN HIGH SCHOOL PROGRAMS (COOPERATIVE RESEARCH PROJECT 1994). THE FINDINGS, INTERPRETED IN THE LIGHT OF RECENT DEVELOPMENTS IN BRITISH EDUCATION, COMPARE BRITISH AND AMERICAN PRACTICES IN SEVERAL AREAS—THE ORGANIZATION AND ADMINISTRATION OF SECONDARY ENGLISH PROGRAMS, LITERATURE, COMPOSITION, LANGUAGE, SPEECH AND ORAL ENGLISH, DRAMA, AND TEACHER EDUCATION. AMONG MAJOR DIFFERENCES REPORTED IN BRITISH SCHOOLS ARE A LACK OF CONTINUITY AND STRUCTURE IN OVERALL CURRICULUM DESIGN, EMPHASIS ON CREATIVE AND EXPRESSIVE ACTIVITY, DE-EMPHASIS ON ACQUISITION OF KNOWLEDGE, INCULCATION OF FAVORABLE PUPIL ATTITUDES, AND SUCCESSFUL PROGRAMS FOR NONACADEMIC PUPILS. (POSSIBLE IMPLICATIONS FOR AMERICAN PRACTICE ARE DISCUSSED THROUGHOUT THE REPORT.) (AUTHOR)

ED 018 843 EA 001 134

BRAHAM, RANDOLPH L.  
EDUCATION RESEARCH IN YUGOSLAVIA.  
City Univ. of New York, N.Y. City Coll.

Report No.—BR-6-1002

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Finance, Educational History, \*Educational Improvement, Educational Problems, \*Educational Research, \*Higher Education, \*Institutions, Organization, Research Projects, School Personnel, Science Institutes, Socialization, \*Teacher Education

Identifiers—NEW YORK CITY, YUGOSLAVIA  
THIS STUDY SURVEYS THE ORGANIZATION, SCOPE, STRUCTURE, AND FUNCTION OF INSTITUTIONS ENGAGED IN EDUCA-

TIONAL RESEARCH IN THE SOCIALIST FEDERAL REPUBLIC OF YUGOSLAVIA. METHODOLOGY EMPLOYED IN THE STUDY IS BASED ON PERSONAL OBSERVATION, PUBLISHED MATERIALS, AND EXTENSIVE INTERVIEWS WITH LEADING YUGOSLAV EDUCATORS, SCHOLARS, AND GOVERNMENT OFFICIALS. ALTHOUGH EDUCATION RESEARCH IN YUGOSLAVIA IS CONDUCTED UNDER THE AUSPICES OF (1) SCIENTIFIC INSTITUTES, (2) INSTITUTES FOR THE ADVANCEMENT OF EDUCATION, (3) INSTITUTIONS OF HIGHER LEARNING, AND (4) TEACHER-TRAINING INSTITUTES, IT IS CONDUCTED LARGELY BY THE THREE SCIENTIFIC INSTITUTES AND THE 11 INSTITUTES FOR THE ADVANCEMENT OF EDUCATION. (DG)

ED 020 195 TE 499 988

KANDEL, DENISE B. AND OTHERS  
ADOLESCENTS IN TWO SOCIETIES—  
PEERS, SCHOOL, AND FAMILY IN THE  
UNITED STATES AND DENMARK. FINAL  
REPORT. VOLUMES I AND II.

Harvard Univ., Cambridge, Mass. Lab. of Human  
Development.

Report No.—BR-5-0370; PROJ-NO-2139

Pub Date—JAN68

Contract—OEC-4-10-069

Note—531p.

EDRS Price MF-\$1.67 HC-\$28.79 Plus Postage.

Descriptors—Adolescence, \*Adolescents, \*American Culture, Beliefs, \*Cultural Differences, Cultural Traits, Family Influence, Foreign Culture, Goal Orientation, High School Students, Parent Influence, Parent Responsibility, \*Parent Student Relationship, Peer Acceptance, Peer Relationship, Social Influences, Social Status, Student Behavior, \*Student Subcultures

Identifiers—DENMARK, UNITED STATES  
THE PURPOSES OF THIS STUDY WERE (1) TO EXAMINE THE RELATIVE INFLUENCE UPON ADOLESCENTS OF PEERS AND FAMILIES, (2) TO COMPARE THESE INFLUENCES IN TWO SOCIETIES, THE UNITED STATES AND DENMARK, AND (3) TO DESCRIBE THE INTERNAL STRUCTURE AND OPERATION OF ADOLESCENT SUBCULTURES IN THE TWO SOCIETIES. DATA WERE COLLECTED ON ALL STUDENTS IN THREE AMERICAN HIGH SCHOOLS (N-2327) AND 12 DANISH SECONDARY SCHOOLS (N-1552) USING A STRUCTURED QUESTIONNAIRE. DATA ALSO WERE OBTAINED FROM 100 PERCENT OF THE STUDENTS' MOTHERS IN AMERICA AND 75 PERCENT IN DENMARK. RESULTS INDICATE THAT THE ADOLESCENT SUBCULTURES IN BOTH CULTURES ARE NOT SEPARATE OR ISOLATED SUBSOCIETIES BUT RATHER REFLECT THE ORIENTATION OF THE LARGER SOCIETIES SURROUNDING THEM. THE DATA, IN CONTRAST TO EARLIER THEORIES, SUGGEST THAT IN IMPORTANT AREAS OF BEHAVIOR AND ATTITUDE, ADOLESCENTS DISPLAY HIGH CONCORDANCE WITH BOTH PARENTS AND PEERS, OR LOW CONCORDANCE WITH BOTH. ADULTS AND ADOLESCENTS IN AMERICA ARE MORE CONCERNED THAN THE DANES WITH WINNING THE REGARD OF OTHERS. (AUTHOR)

ED 020 918 SE 004 937

GOLDBERG, STANLEY  
THE EFFECTS OF NATIONAL SCIENTIFIC  
STYLE ON THE UNDERSTANDING OF  
SCIENTIFIC INNOVATION—SPECIAL  
RELATIVITY, A CASE HISTORY. FINAL  
REPORT.

Antioch Coll., Yellow Springs, Ohio.

Report No.—BR-5-8280

Pub Date—1919UN68

Contract—OEG-4-10-222

Note—148p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Change Agents, Educational History, Innovation, \*Physics, \*Relativity, Science Education, Science Education History, Science History, \*Scientific Enterprise  
Identifiers—EINSTEIN, ENGLAND, FRANCE, GERMANY, UNITED STATES

COMPARED ARE THE RESPONSES TO EINSTEIN'S THEORY OF RELATIVITY IN FOUR COUNTRIES BETWEEN THE YEARS 1905 AND 1911. THE COUNTRIES STUDIED ARE GERMANY, FRANCE, ENGLAND, AND THE UNITED STATES. ON THE BASIS OF THE RESPONSE, NATIONAL SCIENTIFIC STYLES ARE IDENTIFIED, AND THESE STYLES ARE RELATED TO PREVIOUS NATIONAL CHARACTERISTICS OF DOING SCIENCE AND TO THE STRUCTURE OF THE EDUCATIONAL SYSTEM IN THE FOUR COUNTRIES. (DS)

ED 022 780 TE 499 976

Doolin, Dennis J. Ridley, Charles P.

The Genesis of a Model Citizen in Communist China: Translation and Analysis of Selected Chinese Communist Elementary School Readers. Final Report.

Stanford Univ., Calif. Hoover Institution on War, Revolution, and Peace.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Jun 68

Contract—OEG-1-7-071137-4297

Note—713p.

EDRS Price MF-\$2.17 HC-\$38.17 Plus Postage.

Descriptors—Behavior Development, Child Development, Childrens Books, Chinese Culture, Citizenship Responsibility, Educational Psychology, Educational Theories, Elementary Education, \*Elementary School Students, Elementary School Teachers, \*Language Arts, Moral Values, \*Political Influences, Reading Instruction, \*Reading Materials, Teaching Techniques  
Identifiers—\*Communist China

This document consists of a translation and analysis of a set of grammar "Readers" in use in Communist China in the first five grades of elementary school from about 1958 through 1966. The analysis begins with a discussion of the background and sources of the selections in the "Readers," proceeds to a discussion of moral and patriotic education in Communist China since 1949, and to an outline of more recent work in educational psychology. Following this, a review is presented of techniques of teaching reading as advocated by Chinese educational theorists. In addition, a number of teaching outlines for selections in the "Readers" are also included. In the actual analysis of the "Readers," each selection is analyzed on the basis of its topic and its manifest themes, which are classified in three categories: informational, political, and behavioral. The dominant emphases of the "Readers" were determined from the total scores for these categories. From this information, a profile was drawn of the "ideal" or "model" child, that is, the child who would have adopted the political attitudes and behavioral norms of the "Readers" as his own. The study concludes with a discussion of conflicting values in the "Readers" and their implications. (Author)

ED 023 157 EA 001 610

Pounds, Ralph L.

The Use of the House System in Comprehensive Schools in England and Wales. Final Report.  
Cincinnati Univ., Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Mar 68  
Contract—OEC-3-6-06836-171-0  
Note—155p.

**EDRS Price MF-50.83 HC-\$8.69 Plus Postage.**  
Descriptors—Ability Grouping, Administrative Personnel, Comparative Education, "Comprehensive High Schools, Counseling, Educational Objectives, \*Educational Philosophy, \*House Plan, Occupational Guidance, \*Private Schools, \*School Organization, Secondary Schools, Student Alienation

Identifiers—England, United States, Wales

Using data collected through interviews with headmasters, other administrative personnel, teachers, and pupils from a random stratified sample of 33 comprehensive schools in England and Wales, a study was conducted of the use of the house system, with schools classified into four types: using the house system extensively, 1; using it moderately, 7; using it minimally, 13; not using the house system, 2. Number of pupils per house ranged from 95 to 500, with a median of 180. Comparisons were made with data from eight private and 34 public American schools using the house plan. Included in the report are a summary of related literature, a brief history of British education with special reference to comprehensive schools, and implications of the study for organizational change of large heterogeneous high schools in the United States. Sample questionnaires and an extensive bibliography are appended. (JK)

**ED 026 030 HE 000 540**

Anella, Michael  
**A Study of the Problems of Italian Universities and Current Plans for Inducing Change. Final Report.**

Boston Coll., Chestnut Hill, Mass.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date—Nov 68  
Contract—OEG-1-7-06799-2990  
Note—59p.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**  
Descriptors—\*Educational Change, \*Educational Demand, Educational Facilities, Educational Practice, \*Higher Education, \*Political Influences, School Industry Relationship, Traditional Schools, \*University Administration

An outmoded university system, geared along aristocratic lines, causes growing unrest among university rectors, faculty, industrial and business leaders, and students. The Italian university provides training in law, economics, commerce and philosophy within a rigid structure which permits entrance only to a select few, yet Italy's expanding economic and technological development requires about 100,000 people trained in scientific and technological fields. Concerned government and education officials are attempting to implement changes that will relate the university to modern society but several factors impede meaningful university reform. Major problems inhibiting change include an unstable political system, traditionalist professors who fear the loss of prestige and political influence attached to their positions, the lack of autonomy of the universities (their functions are determined by law), the concentration of higher education institutions in Northern Italy only, a shortage of professors, and a growing student protest movement. Italy's 1959 10-year development plan provided for funds that would facilitate educational reform. Since that time several revisions and extensions have been made by several governments, but the original bill has yet to be passed by parliament. The student movement is making some impact with protests strengthened by a growing political power, but many problems remain. The report offers recommendations for additional study and research. (WM)

**ED 027 008 FL 001 276**  
Johnson, William H.E.  
**A Comparison of Educational Research Organizations and Methods, and Their Respective Influence on Secondary School Practices, in Poland, Yugoslavia, Czechoslovakia and the U.S.S.R. Final Report.**

Pittsburgh Univ., Pa.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research; Pittsburgh Univ., Pa. (Ford) International Dimensions Fund.

Pub Date—Jan 69

Contract—OEG-1-7-008005-2063

Note—94p.  
**EDRS Price MF-50.83 HC-\$4.67 Plus Postage.**  
Descriptors—Bibliographies, \*Communism, Comparative Analysis, Comparative Education, Educational Innovation, Educational Practice, \*Educational Research, \*Educational Status Comparison, Educational Strategies, Educational Theories, Field Interviews, \*Foreign Countries, Leader Participation, Observation, Policy Formation, Research Methodology, Research Projects, \*Research Utilization

Identifiers—Czechoslovakia, Poland, U.S.S.R., Yugoslavia

A study conducted in Poland, Yugoslavia, Czechoslovakia, and the U.S.S.R. reports how these countries functioned in bridging the traditional gap between the development of theoretical research in education and the achievement of the desired reforms in school policies and practices. The choice of communist dictatorships as study subjects was based on the widespread beliefs that dictatorships can effect change more rapidly and on a wider scale than a democracy and that communist countries expend enormous monetary and human resources on education. In Poland, Yugoslavia, and Czechoslovakia research findings were based on interviews with and observations of people vital to the field of education in universities, government agencies, and secondary schools in 1967. Topics of discussion centered on published pedagogical works, aspects of teaching, and research in progress. An extensive bibliography, by country, of works related to education in these countries is included. Material based on the incomplete study conducted in 1965 on the Soviet Union appears as an appendix to the report. (CW)

**ED 029 365 EA 002 145**

Lennards, Joseph L.  
**The Secondary School System in the Netherlands: Some Social Consequences of Streaming. Final Report.**

Princeton Univ., N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date—Jan 69  
Contract—OEC-1-7-078136-2655

Note—36p.  
**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Ability Grouping, Competitive Selection, Educational Opportunities, Educational Research, Equal Education, Literature Reviews, \*Occupational Aspiration, Occupational Choice, \*Secondary Schools, \*Social Class, Social Differences, Social Influences, \*Social Mobility, Socio-economic Background

Identifiers—\*The Netherlands  
As the major instrument for the discovery and training of talent, the school in contemporary technological society plays an increasingly deterministic role in the selection of individuals for particular occupations and, hence, particular positions in the social hierarchy. The Netherlands was chosen as a research site because the consequences of educational selection were anticipated as being particularly pronounced where streaming is a well

established practice. To demonstrate the importance of analyzing schools as mechanisms of social selection, questionnaires were administered to all the fourth-year boy students (1,239) attending a selected sample of 44 secondary schools and representing all socioeconomic levels. Results of the study indicated that streaming tends to maintain the present system of social stratification in two ways. First, it functions as a "cooling-out" mechanism by bringing aspirations in line with expectations, and, second, it reduces objective distribution of talent by creating a social distance between certain classes and certain types of schools. Streaming was also found to contribute to the maintenance of patterns of deference to the opinions of an educated elite. [Not available in hard copy due to marginal legibility of original document] (Author/JK)

**ED 029 730 RC 003 439**

Edging, Everett D.  
**Organization of Educational Programs in Sparingly Settled Areas of the World.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 69

Contract—OEC-4-6-062469-1574

Note—20p. Paper presented at the International Conference on Arid Lands in a Changing World (University of Arizona, Tucson, Arizona, June 3-13, 1969).

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Comparative Education, \*Educational Innovation, Educational Needs, \*Educational Planning, Elementary Education, Equal Education, \*International Education, Population Distribution, Primary Education, \*Rural Education, Secondary Schools, Vocational Education

Only one-third of the world's population presently lives in countries where as much as a complete primary education is provided for children in rural areas. While the number of one-teacher schools in the United States has decreased from 148,711 in 1930 to 15,018 in 1961, a similar trend is not taking place as rapidly in other areas of the world, resulting in a continuation of already inadequate educational programs at both the primary and secondary levels. Innovative programs in rural education are, however, beginning to emerge throughout the world. For a number of years in New South Wales, for instance, there have been Mobil Instructional Units which serve remote areas. A recent study in Alaska recommends the building of 6 regional boarding high schools in remote Alaskan regions by 1975, with 8 additional boarding schools planned for 1980. Goals developed during a recent Conference of African States for the Development of Education in Africa include universal primary education in this century, with provisions for at least 20% of all children leaving primary schools to enroll in secondary schools. The total emphasis worldwide appears to be on pre-vocational and vocational education, and organization and administration of education, in addition to increasing primary and secondary schooling opportunities. (EV)

**ED 029 793 SE 006 763**

Jahn, Harvey R. Medlin, William K.  
**Reforms in Mathematics Education for Secondary Schools: Historical Trends in Russian and American Education. Final Report.**

Michigan Univ., Ann Arbor.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Feb 69

Contract—OEC-1-7-07021-5012

Note—395p.

**EDRS Price MF-\$1.16 HC-\$20.75 Plus Postage.**  
**Descriptors—**Algebra, \*Curriculum Development,  
 \*Educational Policy, Geometry, History, \*Mathematics Education, \*Secondary School Mathematics, \*Socioeconomic Influences

The development of educational policy in Russia during the Soviet period, 1917-1930, and the relationship of that policy to Russia's educational heritage was investigated. Analyzed was the extent to which educational policies under the new regime actually succeeded in departing from cultural patterns established in the older society. Since mathematics education is less susceptible than many other disciplines to ideological inroads, it provided a particularly good vehicle for determining the amount and quality of a key segment of cultural heritage transmitted from one generation to another. This research indicates that mathematics education has retained significant amounts of its heritage throughout the period. The probable significance of the Soviet experience for developing nations is clear: Ambitious educational borrowing from more advanced industrial countries, and bold new strokes of reform by revolutionary idealists, do not easily fit into the social and cultural context of the time and place. (RP)

**ED 033 469** EA 002 595

Bressler, Marvin Tumin, Melvin M.

**Evaluation of the Effectiveness of Educational Systems. Final Report. Volume I.**

Princeton Univ., N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Apr 69

Contract—OEG-I-7-1062023-0164

Note—447p.

**EDRS Price MF-\$1.33 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Classification, \*Comparative Education, \*Cross Cultural Studies, Developed Nations, \*Educational Objectives, Educational Programs, Educational Theories, \*Models, Performance Criteria, Primary Education, \*Program Evaluation, Secondary Education, Social Systems, Taxonomy

**Identifiers—**England, France, Italy, Netherlands, United States, West Germany

Volume I discusses the background, findings and analysis, and conclusions and recommendations of a two-volume study aimed at developing a cross-national model to enable the United States and five European democracies, England, France, Italy, the Netherlands, and West Germany, to make more adequate estimates of the effectiveness of their primary and secondary schools. Two major tasks attempted were the development of taxonomy for the classification of claimed and confirmed educational outcomes and a comprehensive measure to indicate a gross educational product. Appendices include an annotated bibliography on the aims and outcomes of education and a case study of the application of the model of educational goals and outcomes to materials published by educational sources in New Jersey. Two articles, "Evaluation of Educational Goals" and "Problems in the Theory and Method of the Classification of Outcomes," are included. A related document is Volume II, EA 002 596. [Not available in hard copy due to marginal legibility of original document.] (MF)

**ED 033 470** EA 002 596

Bressler, Marvin Tumin, Melvin M.

**Evaluation of the Effectiveness of Educational Systems. Final Report. Volume II.**

Princeton Univ., N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Apr 69

Contract—OEG-I-7-1062023-0164

Note—567p.

**EDRS Price MF-\$1.67 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Classification, \*Comparative Education, \*Cross Cultural Studies, Curriculum, \*Educational Objectives, Educational Problems, Educational Research, \*Models, Primary Education, \*Program Evaluation, Secondary Education, Values

**Identifiers—**England, France, Italy, Netherlands, United States, West Germany

This report is the second volume of a study aimed at developing a cross-national model to estimate the effectiveness of primary and secondary schools in the United States and five European countries. The following articles are included: (1) "Educational Goals and Outcomes in England," (2) "Major Changes in French Education in the Twentieth Century," (3) "The Aims of Education in Western Germany: Their Manifestations and Social Determinants," (4) "The Aims, Values, and Content of Education as Manifested in the Curriculum in West German Schools," (5) "Educational Goals in Italy," (6) "Educational Goals in the Netherlands," (7) "On the Definition of Goals and the Classification of Outcomes," (8) "Educational Problems and the Situation of Educational Research in the Netherlands." (Article (2) is in French, articles (3) and (4) are in German, and the remainder are in English. A related document is Volume I, EA 002 595. [Not available in hard copy due to marginal legibility of original document.] (MF)

**ED 033 636** FL 001 477

Bloom, Benjamin S. and Others

**Cross-National Study of Educational Attainment: Stage I of the I.E.A. Investigation in Six Subject Areas. Volume II, Booklet 53 French as a Foreign Language, English as a Foreign Language, Civic Education, Attitude and Description Scales.**

Chicago Univ., Ill.—International Project for the Evaluation of Educational Achievement, Hamburg (West Germany).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Feb 69

Contract—OEG-3-6-062527-2226

Note—679p.

**EDRS Price MF-\$2.00 HC-\$36.83 Plus Postage.**

**Descriptors—**Achievement Tests, Answer Keys, Attitudes, \*Bilingualism, Cartoons, \*Civics, \*Cognitive Tests, \*English (Second Language), \*French, Illustrations, International Organizations, Language Tests, Listening Comprehension, Multiple Choice Tests, Objective Tests, Programmed Tests, Reading, Second Language Learning, Speaking, Writing

**Identifiers—**UNESCO, United Nations Educational Scientific Cultural Org

This fifth booklet included in the second of a two-volume cross-national study of educational attainment is a compilation of cognitive tests prepared for four fundamental student groupings in the areas of French as a foreign language, English as a foreign language, and civic education. Test booklets, pertinent scripts of taped material, test instructions, and scoring keys are provided. A multiple combination of French listening, reading, speaking, and writing tests is presented. The English series include several reading and listening tests while traditional writing and speaking tests are projected. The civic education section contains test and supplementary questions. Attitude scales are forthcoming for: (1) French and English showing interest in the foreign language and attitudes toward learning the language as a school subject, and (2) civic education indicating citizenship attitudes, attitudes toward egalitarianism, and perceptual awareness of the community. Test questions are largely of a multiple-choice, matching, dictation, or completion type nature and allow for quick scoring. Cartoon figures and illustrations are used frequently to illustrate test

questions or possible answers. For companion documents see EA 002 594 and EA 002 615. (RL)

**ED 033 967** TE 499 907

Eisenstadt, S. N. Peres, Y.

**Some Problems of Educating a National Minority: A Study of Israeli Education for Arabs.**

Hebrew Univ., Jerusalem (Israel).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research; Office of Education (DHEW), Washington, D.C. Inst. of International Studies.

Pub Date—30 Sep 68

Contract—OEG-I-7-070963-3121

Note—124p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors—**\*Arabs, \*Biculturalism, Cultural Differences, Cultural Interrelationships, \*Culture Conflict, Educational Attitudes, Educational Objectives, \*Educational Practice, Jews, Majority Attitudes, Minority Group Children, \*Minority Groups, Minority Group Teachers, Secondary Education, Social Discrimination, Socioeconomic Background

This study was undertaken to examine the education of Arab youth in Israel, with special consideration of the following factors: (1) the social and psychological background of the Arab minority, (2) the aims of Jewish authorities regarding the education of Arab children in Israel, (3) the structure of Arab education in Israel, and (4) the degree of success of such education in relation to its aims. High school students, their parents, working youth, young adults, and teachers were interviewed by Arab interviewers using an open-closed type of questionnaire. In addition, an analysis of the official curricula in history, literature, language, religious studies, and citizenship was carried out. Major findings were (1) that secondary education has not moderated the antagonistic attitudes of Israeli Arabs toward Israel, though it has reduced their social distance from Jews, and (2) that among the factors contributing to the lack of educational success are official Israeli educational aims that prevent Arab participation and identification, and problems related to the role, recruitment, and status of teachers. (Tables of the findings are included.) (JM)

**ED 034 290** EA 002 594

Bloom, Benjamin S.

**Cross-National Study of Educational Attainment: Stage I of the I.E.A. Investigation in Six Subject Areas. Final Report. Volume I.**

Chicago Univ., Ill.—International Project for the Evaluation of Educational Achievement, Hamburg (West Germany).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Feb 69

Contract—OEG-3-6-062527-2226

Note—386p.

**EDRS Price MF-\$1.16 HC-\$20.75 Plus Postage.**

**Descriptors—**\*Academic Achievement, Civics, Cognitive Tests, Cross Cultural Studies, Data Processing, \*Educational Research, \*Elementary Education, English (Second Language), Evaluation Methods, French, Interagency Cooperation, \*International Education, Literature, Measurement Instruments, Questioning Techniques, Reading Comprehension, Science Education, \*Secondary Education

**Identifiers—**Australia, Belgium, Chile, England, Federal Republic of Germany, Finland, France, I.E.A., India, \*International Evaluation Educational Achievement, Iran, Italy, Japan, Netherlands, New Zealand, Poland, Scotland, Sweden, Thailand, United States

Twelve chapters describe an 18-nation study of educational attainment at the elementary and secondary school levels. Professional researchers participated in the project, developed through



UNESCO and conducted under the auspices of educational research centers in Australia, Belgium, Chile, England, the Federal Republic of Germany, Finland, France, India, Iran, Italy, Japan, the Netherlands, New Zealand, Poland, Scotland, Sweden, Thailand, and the United States. Subjects of the chapters include: Testing of achievement in science; reading comprehension; literature; French as a second language; English as a second language; civic education; development of measuring instruments; hypotheses, sampling designs, and between country analyses; plans for data collection; processing procedures; and consequences of IEA studies on education research and policy decisions. Ten appendices include proposals for future IEA work and basic testing rationales. (An expanded and revised version of Appendix F-1 appears as ED 018 431.) Related documents are Volume II, sections 1-4 and 6, (EA 002 615) and Volume II, section 5, (FL001 477). (JK)

**ED 034 300** EA 002 615

Bloom, Benjamin S.

**Cross-National Study of Educational Attainment: Stage I of the I.E.A. Investigation in Six Subject Areas. Final Report. Volume II.**

Chicago Univ., Ill. International Project for the Evaluation of Educational Achievement, Hamburg (West Germany).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Feb 69

Contract—OEG-3-6-062527-2226

Note—678p.

**EDRS Price MF-52.00 HC-536.83 Plus Postage.**

Descriptors—Educational Research, International Education, \*Literature, \*Manuals, \*Measurement Instruments, Questionnaires, Rating Scales, \*Reading Comprehension, Research and Development Centers, \*Sciences, Tests, Verbal Ability Identifiers—IEA, International Evaluation Educational Achievement

Instruments and manuals prepared for those conducting the research of the IEA project comprise Volume II of the final report of the 18-nation study of educational attainment at the elementary and secondary school levels. Section 1 includes technical research guidelines for national centers, school coordinators, and test administrators. Section 2 is comprised of science test booklets and questionnaires. Section 3 includes testing instruments for reading comprehension and literature in the mother tongue. Section 4 is comprised of all word knowledge tests, student questionnaires and attitude and descriptive scales, teacher questionnaires, and the school questionnaire. Section 6 contains descriptions of participants in the IEA (including council members, full-time staff, consultants, international committee members) and of the institutions, technical officers, and committee members for each of the nations participating in the project. Related documents are Volume I, (EA 002 594) and Volume II, section 5 (FL 001 477). [Some illustrations may be of poor quality when reproduced.] (JK)

**ED 035 109** EA 002 777

Renner, Richard R.  
Education in Colombia.

Florida Univ., Gainesville.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Nov 68

Contract—OEC-1-7-07117-5231

Note—382p.

**EDRS Price MF-51.16 HC-520.75 Plus Postage.**

Descriptors—Catholic Schools, \*Cultural Factors, Curriculum, Educational Finance, \*Educational History, Educational Planning, Educational Television, \*Elementary Education, \*Higher Education, Literacy Education, Preschool Education, Private Schools, Protestants, School Ad-

ministration, \*Secondary Education, Study Abroad, Teacher Education, Vocational Education

Identifiers—Accion Cultural Popular, \*Colombia, Colombian Institute for Advanced Training Abroad

This extensive report describes Colombian education under 86 primary subheadings in 14 chapters, as follows: 1) The national setting, 2) cultural and social influences on education, 3) educational landmarks and traditions, 4) school organization and administration, 5) planning and development, 6) preschool and elementary education, 7) public secondary system, 8) vocational education, 9) higher education, 10) teachers and their preparation, 11) private and church-sponsored education, 12) other programs related to education, 13) international and foreign educational influences, and 14) successes, problems, and prospects. Special attention is given to the country's educational history and to recent developments, including a significant effort to bring elementary education to the rural masses through ACPO, a program teaching literacy and basic life skills by radio. Another program, called ICETEX, has improved the educational offerings available to Colombian university students at home and abroad. A bibliography of over 150 items in English and Spanish is appended. [Figures 1 and 2 may reproduce poorly in hard copy due to small print.] (JK)

**ED 036 897** EA 002 787

Cohen, Yehudi A.

**A Trans-National Study of Formal Education: Its Relationship to the Social System and Its Consequences. Final Report.**

Rutgers, The State Univ., New Brunswick, N.J. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—1 Sep 69

Contract—OEC-1-7-071080-4296

Note—594p.

**EDRS Price MF-51.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Anthropology, \*Comparative Education, Content Analysis, Decentralization, Educational Policy, Educational Programs, Educational Research, \*Elementary Schools, \*Field Studies, Minority Groups, National Programs, \*School Systems, \*Secondary Schools Identifiers—Israel, United States

In a comparison of the educational systems of Israel and the United States, extensive observations are reported from field studies of representative samples of elementary and secondary schools in the two countries. Special attention is given to provisions made by each of the educational systems for education of subgroups within the respective populations. Chapter headings related to the Israeli study include: A method for the anthropological study of national educational systems; new nationhood in an Israeli context; Israel, its organization of group relations—persistence and change; persistence and change in Israeli education; decentralization, demons, and democracy; sources of change in education; Israel's silent generation; and the Israeli legal system. Chapter headings related to the United States study include: Identification with schools; training for opinions; differential education; a source of change in education; and Israel and the United States—education in perspective. A taxonomy for the content analysis of Israeli curricular materials is appended. [Not available in hard copy due to marginal legibility of original document.] (JK)

**ED 038 358** SP 003 749

**Alternative Futures and Educational Policy.**

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—EPRC-6747-6

Pub Date—Feb 70

Contract—OEC-1-7-071013-4274

Note—45p.

**EDRS Price MF-50.83 HC-52.06 Plus Postage.**

Descriptors—Educational Innovation, Educational Planning, \*Educational Policy, Educational Research, \*Prediction, Problem Solving, \*Social Change, \*Systems Analysis, Values, \*World Problems

This report summarizes the preliminary findings of the Educational Policy Research Center in the area of alternative future histories and analyzes the implications for educational policy. The analysis is based on the overall finding of the study that "of some 40 feasible future histories, there are very few that manage to avoid a period of serious trouble between now and 2050" and on the conclusion that "the paramount educational task for the developed world is the altering of the dormant basic premises, perceptions, images, and values [pathogenic premises] of the industrialized culture and that the paramount task for the nation is the development of a sense of purpose and unity in facing the problems and opportunities of the future." The extensive analysis of the direction which seems required (if the undesirable alternative futures of which half are highly authoritarian states are to be avoided) is organized according to six major tasks: (1) make a direct attack on aspects of the "world macroproblem"; (2) control technological development and application; (3) alter values, perceptions, and premises; (4) establish a new sense of national purpose; (5) meet the educational demands of varied groups; and (6) educate for coping with an uncertain future. Each task is analyzed in terms of its implications for the following areas of education: new conceptualizations, research and development, institutions, educational environments, program content and resources, and processes. Radical innovation seems essential. (JES)

**ED 039 399** AA 000 577

Purves, Alan Dill, Nancy

**The Teaching of Literature. Report of the U. S. National Committee for the International Educational Achievement Literature Project.**

Chicago Univ., Ill. International Project for the Evaluation of Educational Achievement, Hamburg (West Germany).

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Mar 67

Contract—OEG-3-6-062527-2226

Note—62p.

**EDRS Price MF-50.83 HC-53.50 Plus Postage.**

Descriptors—Behavioral Objectives, \*Course Content, Cultural Background, \*Educational Objectives, \*English Instruction, Literary Analysis, Literary Discrimination, Literary Genres, Literary History, \*Literature, National Competency Tests, Objective Tests, Performance Criteria, Recall (Psychological), Recognition, Secondary Education, Student Attitudes, Student Reaction As part of an international study of students' achievement in literature, a thorough analysis was made of 23 current books, curricula, and reports, concerning the teaching of literature, to determine the pedagogical objectives pursued and the kinds of literature being taught in secondary schools in the United States. From these sources, a number of general and specific objectives were identified and classified under 24 categories of content and 20 categories of behavior. The degree of emphasis given to the various content-behavior objectives was

then determined. (This document includes (1) definitions of the 24 areas of literature-course content divided into literary works, literary history, literary theory, and cultural information and the 20 areas of behavior objectives—generally divided into recall, recognition, application of knowledge to and personal engagement with literature, (2) over 30 pages of sample test items, classified according to behavior and content and illustrating the nature of the objectives, and (3) the matrix used to indicate the emphases given to objectives found in the sources.) See also ED 033 636, ED 034 290, and ED 034 300 for other reports on the International Project for the Evaluation of Educational Achievement. (JB)

ED 040 166 SP 004 018

Josephson, Bragi

**A Comparative Study of Educational Legislation—Denmark, Finland, Iceland, Norway, and Sweden.**

Western Kentucky Univ., Bowling Green.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.

Pub Date—May 70

Contract—OEG-3-9-090003-0018 (010)

Note—379p.

**EDRS Price MF-\$1.16 HC-\$20.75 Plus Postage.**

**Descriptors—**"Classification," "Comparative Education," "Educational Legislation," "Models," "Systems Analysis"

**Identifiers—**Denmark, Finland, Iceland, Norway, \*Scandinavia, Sweden

The author's purpose is to identify, compare, and evaluate the legal basis for educational systems in five Scandinavian countries. For identifying purposes, he groups educational data for each country into six categories: status, pressure, response, evaluation, administration system, and school system. He then provides, in the major portion of the document, a classification scheme which codes data based on educational laws effective to January 1, 1968, according to country, reference source, type or level of education, and particular emphasis. Data from this scheme are intended to be fed into a systems model which enables an investigator to test the consistency and efficiency of educational systems. The model is used to compare an educational system's internal and external parts and permits variables to be lined up within the internal part under operational objectives, status-role position, and status-role performance, and within the external part under educational values, school and administrative system, and education as a social system. In his analysis the author also accounts for four cultural aspects relative to education—history, political, social, and economic. Among the author's findings is that differences in educational development are related to the power of the Minister of Education to initiate changes and to the emphasis placed on educational research and financing. (LP)

ED 040 635 FL 001 834

Anderson, C. Arnold And Others

**Students, Teachers, and Opportunity Perceptions in Kenya, 1961-1968. Volume I. Final Report.**

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.

Pub Date—Aug 69

Contract—OEC-8100

Note—268p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

**Descriptors—**African Culture, \*Cross Sectional Studies, Educational Programs, Educational Research, Educational Resources, Educational Sociology, Educational Status Comparison, Ethnic Studies, \*Occupational Surveys, School Community Relationship, Social Change, Social Influences

vation

**Identifiers—**\*Kenya

This report dealing with the educational situation in Kenyan schools immediately preceding independence, is a two-part study which focuses on the characteristics of a 1964 Form-4 class and several groups of teachers. Both sections investigate the selectivity in recruitment of the groups studied, including secondary school attendance, teaching roles, perspectives of occupational opportunities, and job preferences. Discussion of Form-4 pupils in 1961 focuses primarily on personal orientation to future education, jobs, and career aspects. This group of male African students is ultimately traced to their jobs and occupational status as of 1968. The aim of Part 2 is to help understand some of the little-recognized, central features of the early stages in the development of a nation's teaching force. Analysis includes examination of teachers' attitudes toward, and perception of, their situation and job alternatives, and the relationships of those attitudes and perceptions to reading patterns and social origins. Frequent use of statistical tables is made throughout the study. For Volume 2 of the report see FL 001 835. (Author/RL)

ED 040 636 FL 001 835

Anderson, C. Arnold And Others

**Students, Teachers, and Opportunity Perceptions in Kenya, 1961-68. Volume II. Final Report.**

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.

Pub Date—Aug 69

Contract—OEC-8100

Note—175p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors—**African Culture, Cross Sectional Studies, \*Data Collection, Educational Sociology, Educational Status Comparison, \*Ethnic Studies, Occupational Surveys, Periodicals, \*Questionnaires, Recreational Reading, Student Attitudes, \*Student Characteristics, Teacher Attitudes, \*Teacher Characteristics

**Identifiers—**\*Kenya

Contained in this volume are the appendices to the study of a 1961 Form-4 class and several groups of teachers in Kenya. Included are: (1) tables on characteristics of Form-4 male students by ethnic group, (2) tables on characteristics of Form-4 female students by ethnic group, (3) supplementary cross-tabulations of characteristics of African male students, (4) supplementary tabulations on teachers, (5) the 1961 samples and procedures for collection of data, (6) the student questionnaires and instructions to headmasters, (7) the teacher questionnaires, (8) codes for occupations, (9) list and coding of magazines read regularly by Kenya teachers, and (10) tentative projections of pupils and teacher trainees for the decade of the 1960's. For Volume 1 of the study see FL 001 834. (Author/RL)

ED 040 969 SP 004 046

Super, Donald E., Ed.

**Toward a Cross-National Model of Educational Achievement in a National Economy: The Report of the Lake Mohonk Conference.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.

Pub Date—[68]

Note—382p.

**EDRS Price MF-\$1.16 HC-\$20.75 Plus Postage.**

**Descriptors—**\*Comparative Education, Curriculum Evaluation, Equivalency Tests, \*Evaluation Criteria, International Education, \*International Programs, Mathematics, Measurement Instruments, Measurement Techniques, Program Evaluation,

represents a first attempt to establish cross-national quantitative measures of the International Association for the Evaluation of Educational Achievement. It was attended by specialists in educational measurement and comparative education, economists, sociologists, vocational educators and educational, social and vocational psychologists, from the United States, England, Sweden and Germany. The 14 papers cover the following topics: 1) comparative education as a field of inquiry and as an aid to inquiry into educational achievement; 2) the reflection of societal characteristics within the school; 3) political socialization: its implications for an international study of mathematics achievement; 4) relevance and fitness analysis in comparative education; 5) problems of aggregating scores for a measure of total achievement; 6) aggregate costs, output and school achievement; 7) the "fit" between education and work; 8) a social model for considering the effects of interpersonal forces on the pupil as a learner; 9) overt versus latent teacher attitudes; 10) the reward system of the school; 11) roles and social expectations in school and work systems; 12) research on self concept; 13) the role of continuing education, and 14) lifelong learning in the "educative society". (MBM)

ED 042 269 EA 003 054

Holmes, Brian

**A Cross-National and Inter-Disciplinary Analysis of Secondary Educational Change in England, France and Sweden. Final Report.**

Kent State Univ., Ohio.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.

Pub Date—1 Jun 70

Contract—OEG-3-7-061621-0293

Note—169p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors—**\*Case Studies (Education), \*Comparative Education, Curriculum Development, Economic Factors, \*Educational Change, Educational Research, \*European History, International Education, Philosophy, Political Influences, Social Class, Social Factors, Social Opportunities, Social Structure, World Affairs

Educational systems are changing rapidly all over the world. The practice of developed countries borrowing educational practices from other developed countries is as widespread as that of underdeveloped nations borrowing from developed countries in the creation of education systems. The primary trends of educational reform in post-World War II Europe are examined for their philosophical, political, sociological, and economic antecedents and ramifications. This structural analysis provides a model of functions and dysfunctions of certain educational features. Of special interest is the channeling of students, early in their careers, into academic, vocational, or technical paths, and the effect of this process on the preservation of a traditional class structure. Appendixes present summaries of case studies from England, France, and Sweden on the topics of educational policy, structural reorganization in education, and curricular reform. (RA)

ED 043 785 VT 011 965

Al-Bukhari, Najati Mohammed Amin

**Issues in Occupational Education and Training: A Case Study in Jordan.**

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.

Pub Date—68

Contract—OEC-4-7-062597-1654

Note—194p.

**EDRS Price MF-80.83 HC-\$10.03 Plus Postage.** Descriptors—Articulation (Program), Cost Effectiveness, Educational Finance, \*Educational Programs, Expenditure Per Student, Followup Studies, \*Foreign Countries, General Education, Graduate Surveys, \*Manpower Needs, On the Job Training, \*Program Effectiveness, Secondary Schools, \*Trade and Industrial Education, Vocational Followup Identifiers—\*Jordan

To investigate and analyze the role of Jordanian secondary industrial schools in meeting manpower needs and to determine the relative costs and effectiveness of occupational preparation through industrial schools as compared with general schooling or on-the-job training, followup questionnaires were mailed to 352 graduates from two industrial schools. The response revealed that 194 graduates were employed in Jordan, and 90 of these were selected for further interviews. In addition, 22 work-companions and 58 workers doing the same tasks were interviewed. Findings concerning the utilization of the industrial school curriculum suggest that the more specific the training, the less its likelihood of being relevant to actual job-related needs. Therefore, the educational system should put less emphasis on specific training and more emphasis on producing readily trainable, rather than specifically trained, persons. Also, a large share of future government investment should be used to expand and improve training opportunities within the employment system. An occupational upgrading program is needed in the private industrial establishments and well organized programs should be established for public industries. An Occupational Training Organization should be set up to articulate the program. A related document is available as VT 011 966. (SB)

**ED 043 786** VT 011 966

Al-Bukhari, Najat Mohammed Amin. **Issues in Occupational Education and Training: A Case Study in Tunisia.**

Stanford Univ., Calif. Stanford International Development Education Center.

Spans Agency Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 68

Contract OEC-4-7-062597-1654

Note 127p

Available from Publications Secretary, SDEC, School of Education, P.O. Box 2329, Stanford University, Stanford, California 94305

**EDRS Price MF-80.83 HC-\$7.35 Plus Postage.**

Descriptors—Continuation Education, Cost Effectiveness, Dropout Rehabilitation, Educational Finance, \*Educational Programs, Expenditure Per Student, Followup Studies, \*Foreign Countries, Graduate Surveys, Job Training, \*Manpower Needs, On the Job Training, Program Effectiveness, \*Program Evaluation, Secondary Education, \*Trade and Industrial Education Identifiers—\*Tunisia

To investigate and analyze the role played by the industrial sections of the educational, intervening, and employment training systems in meeting manpower needs and to determine output and costs of these systems, interviews were held with employment officials, educators, and recruitment and training officers to obtain information concerning their activities. In addition, structured interviews were held with 243 workers to determine training history. Findings revealed that the intervening system acts as a link between the graduates and dropouts of the educational and employment systems. There is a trend toward transferring the training activities of the intervening system to the employment system. Utilization of school curriculum in performing current jobs revealed substantial duplication of learning, and the general theory component was more useful in acquiring new skills, while specific skills were least utilized in employment. These findings suggest that the educational system of Tunisia

should put less emphasis on specific training and more emphasis on producing readily trainable, rather than specifically trained, persons. To reduce educational expenses, the problem of dropouts and repeaters must be studied, and the educational system should be relieved of specific training functions in order to eliminate duplicate training. A related document is available as VT 011 965. (SB)

**ED 044 686** AL 002 661

U Ba

**Education Abstracts. Burma. January–April 1970.**

National Science Foundation, Washington, D.C.

Spans Agency—Institute of International Studies

(DHEW/OE), Washington, D.C.

Report No.—TT-70-59000/I

Pub Date—77

Note—61p.

**EDRS Price MF-80.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Abstracts, \*Education, \*Educational Planning, Elementary Education, Health Education, Higher Education, Literacy Education, \*Periodicals, Publications, Refresher Courses, Secondary Education, Student Volunteers, Teacher Education, Technical Education, Vocational Education

Identifiers—\*Burma

This document contains 111 abstracts of articles, books, and government publications relating to various areas of education in Burma and published during the period January through April 1970. Abstracts are arranged under the following headings: Education—General, Primary Education, Secondary Education, Higher Education, and Miscellaneous. In addition, a Special Section, which considers materials published over a broader period of time than that covered in the other sections, contains abstracts dealing with educational planning in Burma. With a few exceptions, all materials here abstracted are from Burmese sources. [A 23-page appendix containing articles dealing with teacher training and technical and vocational training has been omitted because of the poor quality of the print; an clearinghouse copy is, however, available at the ERIC Clearinghouse for Linguistics, 1717 Massachusetts Avenue, Washington, D.C. 20036.] (FWB)

**ED 045 543** SO 000 485

Anderson, Ronald S.

**Japan: Three Epochs of Modern Education.**

Office of Education (DHEW), Washington, D.C.

Report No.—Bull-1959-11; OE-14076

Pub Date—62

Note—233p.

**EDRS Price MF-80.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Comparative Education, \*Educational Administration, Educational Development, \*Educational History, Educational Methods, Educational Opportunities, \*Educational Philosophy, Educational Policy, \*Educational Practice, Elementary Education, Government Role, Higher Education, Secondary Education, Social Studies

Identifiers—\*Japan

Over the years, Japan has revamped her education system a number of times. With the coming of the U. S. Education Mission in 1946, she turned her schools toward democratization. The major aims of this reform program in education were: 1) the elimination of militarism and ultranationalism; 2) democratization; 3) modernization; and, 4) decentralization of education control. Specific reforms included: 1) the provision of greater equality of educational opportunity through the conversion of the multiple-track into a single-track system; 2) an additional three years of compulsory education; 3) coeducation at all levels; and, 4) general education at the secondary and higher levels. To train intelligent participation in a democracy, a new content was introduced—noticeably social studies at the elementary and secondary levels. During the pre-

sent period, some of these goals and reforms have been modified, however, the essential goals remain: suiting education to life, helping the individual to develop his ability, and the goal of freedom of speech and action. (SBE)

**ED 045 544** SO 000 486

Hauch, Charles C.

**The Current Situation in Latin American Education.**

Office of Education (DHEW), Washington, D.C.

Report No.—Bull-1963-21; OE-14080

Pub Date—63

Note—26p.

**EDRS Price MF-80.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, \*Educational Administration, \*Educational History, \*Educational Practice, \*Educational Problems, Elementary Education, Higher Education, Illiteracy, Private Schools, Secondary Education, Socioeconomic Influences, Teacher Education Identifiers—\*Latin America

Information from official government reports, professional writings of educators, and the works of Latin American specialists constitute the bulk of this publication. It is designed to provide an overview of the current educational situation in Latin America. This overview is provided by a brief discussion of historical background, the organization of Latin American education, and some of the problems presently plaguing the educational systems in the Southern Hemisphere. A two page bibliography is included. (CWB)

**ED 045 546** SO 000 488

Apanasewicz, Nellie Rosen, Seymour M.

**Education in Czechoslovakia.**

Office of Education (DHEW), Washington, D.C.

Report No.—Bull-1963-27; OE-14090

Pub Date—63

Note—41p.

**EDRS Price MF-80.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Comparative Education, \*Educational Administration, \*Educational Development, \*Educational History, Educational Policy, \*Educational Practice, Elementary Education, Government Role, Higher Education, Preschool Education, Secondary Education, Socioeconomic Influences, Teacher Education, Vocational Education

Identifiers—\*Czechoslovakia, Eastern Europe

This booklet offers an historical view of the educational system in Czechoslovakia as it has been affected by the major political events in this century. The three sections, "School System: 1918-1948," "School System: 1948-1960," and "School Reform of 1960" discuss preschool, elementary, secondary, and higher education, as well as teacher training. Appendices provide study plans of secondary schools, and statistics on numbers of students and teachers in 1958-59, and numbers of schools and students, 1960-61. A short bibliography of sources is included. SO 000 487 is a related document. (1LB)

**ED 046 301** FL 002 092

**Education in France: Number 41.**

French Embassy, New York, N.Y. French Cultural Services.

Pub Date—[71]

Note—32p.

**EDRS Price MF-80.83 HC-\$2.06 Plus Postage.**

Descriptors—Child Care Workers, \*Educational History, Educational Philosophy, Educational Theories, Educational Trends, \*Elementary Education, Elementary Schools, Elementary School Students, Elementary School Teachers, \*French, \*International Education, Kindergarten, Nursery Schools, \*Preschool Education, Primary Education, Public Schools, Teacher Qualifications, Teacher Role, Teaching Methods

Identifiers—\*France

The history and modernization of the French nur-

school teacher, (4) the French "laïcité", (5) "instituteurs" of the Third Republic, (6) the museum and school at Bourges, and (7) the Freinet school. A bibliography and summary of these defended at the Sorbonne are provided. (RL)

**ED 046 330** HE 001 904  
**Reforms in Yugoslavia. Case Studies on Innovation in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—70.  
Note—169p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Ave., N.W., Washington D.C. 20006 (\$4.25)

**EDRS Price MF-S0.83 HC-S8.69 Plus Postage.**

Descriptors—Curriculum, \*Educational Change, \*Educational Innovation, Enrollment, \*Foreign Countries, \*Higher Education, Problems, Teaching

Identifiers—\*Yugoslavia

This volume is one of a series of case studies on innovation in higher education published by the OECD. Part I, The General Context of Reform, briefly reviews the Yugoslav education system, and focuses on higher education to discuss the need for reform arising out of Yugoslavia's social and economic development plans, the excessive time required to complete studies, and the development of the higher education system. This is followed by a definition of the aims of the reforms and a brief outline of the history of the reform process. Part II, The Specific Problems of Innovation, discusses the past, present, and future positions of the following problems: coping with increased numbers, equality of opportunity, content and structure of studies, specialization of the institutions, organizational structures, institutional autonomy, recruitment and status of teachers, teaching and research, organization and methods of teaching, teacher-student relations, role and status of students, higher education and the outside world, evaluation and planning, and cost and financing. The Conclusions summarize the major findings and assess the future of higher education in Yugoslavia. (AF)

**ED 046 810** SO 000 489

*Male, George A.*

**Sweden. Educational Data.**

Office of Education (DHEW), Washington, D.C.

Report No.—Bull-1963-33; OE-14091

Pub Date—63.  
Note—215p.

**EDRS Price MF-S0.83 HC-S11.37 Plus Postage.**

Descriptors—\*Comparative Education, Curriculum, \*Educational Administration, Educational Development, \*Educational History, Educational Methods, Educational Needs, \*Educational Philosophy, \*Educational Practice, Elementary Education, Higher Education, Preschool Education, Secondary Education, Socioeconomic Influences, Teacher Education, Vocational Education

Identifiers—\*France

"The broader perspective gained from examining educational systems of other countries has long been important and is especially so at the present time. France is of particular interest because of its strong educational traditions and its dedication to democratic principles. In the process of gathering information for this study, the author visited schools in France, interviewed teachers and other school officials, and analyzed materials published in France, as well as those in the U.S." Major chapters in the 200-page study included: History of French Education; Administrative Structure; Nursery

enrollments have rapidly increased in France; the amount and kind of education needed is changing with shifts in the French economy; and educational reform in France included raising the compulsory school age, paying more attention to student aptitudes, and allowing higher status for vocational education. (Author/SLD)

**ED 046 811** SO 000 490

*King, Margaret L. Male, George A.*

**Sweden. Educational Data.**

Office of Education (DHEW), Washington, D.C.

Report No.—OE-14034-78

Pub Date—65.  
Note—38p.

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

Descriptors—Adult Education, \*Comparative Education, \*Educational Administration, Educational Development, Educational History, Educational Policy, \*Educational Practice, \*Educational Programs, Elementary Education, Higher Education, Preschool Education, Secondary Education, Special Education, Vocational Education

Identifiers—\*Sweden

Today Sweden has a highly developed comprehensive system of public elementary and secondary schools, along with universities and other institutions of higher education. Most of the actual administration of educational matters is the responsibility of three appointed national government agencies operating under the overall jurisdiction of the Minister of Education and Ecclesiastical Affairs—National Board of Education, Board of Institutes of Technology, Office of the Chancellor of Universities. Most types of schools are operated by local school committees. Financing of education comes from the National Government and the Municipalities. Compulsory schooling begins at the age of seven and lasts for seven years. Because a number of types of older secondary schools exist, there are several paths open to the student—upper secondary schools, vocational schools, or art and music schools. Sweden has four universities, two higher technological institutions, and fifteen special institutions of higher education. As far as teacher education is concerned, students usually begin teacher training midway through secondary school. Folk High Schools are the chief means of carrying on adult education activities. Special education is also an integral part of the educational system. (SBE)

**ED 046 812** SO 000 491

*Freeburger, Adela R. Haugh, Charles C.*

**Educational in Chile.**

Office of Education (DHEW), Washington, D.C.

Report No.—Bull-1964-10; OE-14096

Pub Date—64.  
Note—46p.

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

Descriptors—Adult Education, \*Comparative Education, Degree Requirements, \*Educational Administration, Educational Policy, \*Educational Practice, \*Educational Programs, Elementary Education, Preschool Education, Private Schools, Secondary Education, Teacher Education, Vocational Education

Identifiers—\*Chile, South America

This overview of Chilean education from kindergarten to the university level is broken down into: 1) background and organizational structure; 2) brief descriptions of each level as well as of vocational, teacher, and adult education; 3) trends and developments; 4) a glossary of Spanish educational terms; and, 5) some statistics and descriptions concerning specific schools and universities in the country (the figures are for the year 1960). A selected bibliography

Report No.—Bull-1963-7; OE-14086

Pub Date—63.  
Note—122p.

**EDRS Price MF-S0.83 HC-S6.01 Plus Postage.**

Descriptors—\*Comparative Education, \*Educational Administration, Educational Development, \*Educational History, Educational Philosophy, \*Educational Practice, \*Educational Problems, Educational Programs, Elementary Education, Government Role, Higher Education, Humanities, Secondary Education, Socioeconomic Influences, Vocational Education

Identifiers—South America, \*Venezuela

The present study aims to bring to the reader an understanding of Venezuela's educational patterns, needs, and development within the framework of the country's economic and social situation. Much of this report is devoted to historical backgrounds—to cultural development, politics, immigration, economics, and international attitudes—to give meaning to the facts of its educational situation. Attention is called to the numerous problems which face the educator and the government. Along every rung of the educational ladder, from the preschool on up through the university, challenges arise in all directions including the administrative, financial, curricular, and philosophical. In the final chapter, the author criticizes some phases of educational policy, educational philosophy, or the lack of carefully thought-out and balanced educational philosophy. Educational development is seen as a problem in social psychology. (SBE)

**ED 046 814** SO 000 493

*Gill, Clark C.*

**Educational and Social Change in Chile.**

Office of Education (DHEW), Washington, D.C.

Report No.—Bull-7; OE-14111

Pub Date—66.  
Note—151p.

**EDRS Price MF-S0.83 HC-S8.69 Plus Postage.**

Descriptors—\*Comparative Education, \*Educational Administration, Educational Development, \*Educational History, \*Educational Practice, \*Educational Problems, Educational Programs, Elementary Education, Financial Support, General Education, Government Role, Higher Education, Preschool Education, Secondary Education, Socioeconomic Influences, Teacher Education, Vocational Education

Identifiers—\*Chile, Latin America

Chapter 1 sets forth some of the salient geographic, economic, political, social, and historical factors of the setting in which the educational system functions. Since present-day problems in education continue to reflect the unsolved problems of the past, chapter 2 discusses some of the major historical landmarks. The educational system is divided into four distinct levels: preschool, elementary, secondary, and higher education with each level embracing schools of different types to satisfy specific characteristics and needs of the school population. Chapters 3 through 8 discuss each level with regards to: administration, organization, enrollment, finance, schedules, courses of study, admissions, grading and testing, teacher qualifications, and criticisms and problems. Chapter 9 concerns Chile's teachers' preparation, their working conditions, and their problems. Finally, numerous government, quasi-government, and private agencies sponsor educational and related services. Chapter 10 and 11 briefly describe some of the major programs: adult education, social and economic student assistance; and, the nature of the financial and technical assistance received from the United States, agencies of the United Nations, various inter-American organizations, and other govern-

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Class Size, \*Comparative Education, Curriculum, \*Educational Practice, \*Educational Programs, \*Foreign Countries, Government Role, Instructional Staff, Nursery Schools, Parent Participation, \*Preschool Education  
 Identifiers—England, France, Netherlands, Norway, Sweden, Wales

The extent and nature of preschool education in Europe is discussed, with reference to England and Wales, France, the Netherlands, Norway and Sweden. Reports on preschool education in these countries give examples of both an early and a late start to compulsory education, very extensive and very limited preschool provision, and the effects of private and state support. Educational provision is made for very small numbers of children under three years of age, if at all. In most of the countries primary education is separate from preschool education and contacts between the two systems are usually limited. Countries are compared on such matters as preschool staffing, curriculum, class size, and parent involvement. Lack of resources and conflicting values are considered the main reasons for the slow growth of nursery, (or preschool) education in Europe. Suggestions are made about the policies that governments should adopt in this sphere, and about the important roles that parents and teachers should take as partners in the educational process. NH)

**ED 049 113 SO 000 899**

**National Assessment of Educational Progress. Citizenship: National Results. Report 2.**

Education Commission of the States, Denver, Colo. Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S1.25)

**Document Not Available from EDRS.**

Descriptors—Achievement Rating, Adults, \*Age Groups, Attitude Tests, \*Citizenship, Civic Belief, Elementary School Students, High School Students, \*Human Relations, Measurement Goals, Measurement Instruments, \*National Surveys, Political Attitudes, \*Political Socialization, Social Attitudes, Social Responsibility, Social Studies, Student Attitudes

Identifiers—\*Accountability

Citizenship is one of 10 subject areas selected for assessment of specific performance outcomes under the National Assessment Program. The Citizenship objectives are: 1) concern for the well-being of others; 2) support for individual rights and freedoms; 3) recognition of the value of just law; 4) knowledge of the main structure and functions of government; 5) participation in civic action; 6) understanding of the problems of international relations; 7) rational civic decision-making; 8) acceptance of the responsibility of self-development; and, 9) help and respect for the family. Some 90,000 subjects in four age groups (9, 13, 17, and 26-35 year olds) were tested in 2,500 schools or in their homes. Adequate representation was sought of: four national sections, urban and rural communities, major ethnic groups, both sexes, and varied economic and occupational backgrounds. The procedures followed this general pattern: 1) the development of objectives; 2) development, tryout, and revision of measurement

**ED 049 141**

SO 000 965

Pires, Edward A.

**The Teaching of the Social Studies in Primary Teacher Training Institutions in Asia.**

Philippines Univ., Quezon City. Asian Inst. for Teacher Educators.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Comparative Education, Educational Facilities, Educational Objectives, Elementary School Teachers, Methods Courses, \*Preservice Education, Primary Education, \*Social Studies, Student Evaluation, Surveys, \*Teacher Education, \*Teacher Education Curriculum, Teacher Educators, Teacher Qualifications, Teaching Methods  
 Identifiers—Asia

This comparative study was undertaken to analyze the strengths and weaknesses of the social studies programs in the training of primary school teachers in the Asian countries. A detailed questionnaire was sent to selected associated institutions of the Asian Institute for Teacher Educators in each of the member states of UNESCO, except Mongolia; responding were: Afghanistan, Burma, Cambodia, Ceylon, Republic of China, India, Indonesia, Iran, Japan, Republic of Korea, Laos, Malaysia, Nepal, Pakistan, Philippines, Singapore, Thailand, and the Republic of Viet-Nam. This report is a narrative presentation of the data, divided into these sections: 1) objectives; 2) organization of courses; 3) composition of the content course(s); 4) composition of the methods course(s); 5) teaching methods and procedures used by teacher educators; 6) methods of evaluation used; 7) equipment and material facilities; 8) staff qualifications and responsibilities. Preceding these sections is an analysis of the concept of the social studies adopted by curriculum makers for the teaching of this subject at the school level. A final section summarizes the author's conclusions and recommendations. (DJB)

**ED 049 699**

HE 002 109

Hogarty, William J.

**Higher and Professional Education in India. Institute of International Studies (DHEW/OE), Washington, D.C.**

Report No.—OE-14141

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 5.214:14141, \$1.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Colleges, \*Educational Needs, \*Educational Policy, \*Foreign Countries, \*Higher Education, Universities

Identifiers—India

This report covers the development of higher education in India using as a framework both relevant political and educational history and the educational needs of a country progressing at a rapid rate economically and technically. Part I discusses India as a nation: its geographical setting, history, and the present conditions. Part II deals with the educational system in terms of national policies and goals, organization, and the educational ladder. Part III reviews the background and history of higher education

**ED 049 716**

HE 002 178

Hoopes, David S. And Others

**A Study of the Dynamics of Inter-Institutional Cooperation for International Education Development. Final Report.**

Pittsburgh Univ., Pa. Regional Council for International Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Contract—OEC-O-9-097762-4410

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Coordination, \*Higher Education, \*Interinstitutional Cooperation, \*International Education

Identifiers—\*Regional Council for International Education

The purpose of this study was to increase understanding of the nature and processes of interinstitutional cooperation in higher education, particularly as related to international education development, and to suggest guidelines for the improvement of cooperative endeavors. The study dealt with the experience of the RCIE (Regional Council for International Education), and 10 selected member institutions. The RCIE is a cooperative association founded in 1959 in response to a newly identified need for colleges and universities to expand the international dimensions of education on their campuses. Chapter I examines the national and international framework for international development and interinstitutional cooperation. Chapter II describes the objectives, structure, programs, and services of the Council, and Chapter III the Council's origin and development. Chapter IV deals with international education on member campuses: the patterns of international education development, factors affecting international education, and the place of the RCIE on campus. Chapter V presents an analysis of RCIE operations, and the functions of the Council are discussed in Chapter VI. (AF)

**ED 051 070**

SO 001 450

Waggoner, George R. Waggoner, Barbara Ashton  
**Education in Central America.**

Kansas Univ., Lawrence.  
 Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Contract—OEC-I-7-071124-5148

Available from—University Press of Kansas, 358 Watson Library, Lawrence, Kansas 66044

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Comparative Education, Cultural Factors, \*Educational Administration, Educational Finance, \*Educational History, \*Educational Practice, \*Educational Problems, Educational Programs, Elementary Grades, Higher Education, Interinstitutional Cooperation, Laws, Political Influences, Regional Cooperation, School Statistics, Secondary Grades, Socioeconomic Influences

Identifiers—\*Central America, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua

The first chapter of this book describes the physical and cultural environment of Central America and includes analytical comments showing the complexity of the problems confronting the region.

Organization of Central American States; 2) the Confederation of Central American Universities and the Regional Organization of National Universities; 3) private universities; and, 4) outside sources of aid to regional development. (VLW)

**ED 052 120** SO 001 589  
**A Survey of Secondary Schools in India. Project Report Part 1.**

National Council of Educational Research and Training, New Delhi (India).  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—66  
Note—424p.

**EDRS Price MF-\$1.33 HC-\$22.09 Plus Postage.**  
Descriptors—Admission (School), Cocurricular Activities, \*Comparative Education, Curriculum, Educational Administration, Educational Facilities, Educational Finance, Educational Programs, Enrollment, Instructional Staff, Library Services, \*National Surveys, Physical Education, Questionnaires, School Demography, \*Secondary Education, Student Evaluation, Student Welfare Identifiers—India

The objective of conducting this survey is to locate areas where the secondary education program in India needs to be strengthened. The investigation studies the areas of: 1) physical facilities available in the secondary schools; 2) administration and staff; 3) subject enrollments; 4) curriculum and evaluation; and, 5) cost patterns. To gather data in these areas a questionnaire was developed with 108 major questions. These questions were structured under the following twelve headings: 1) general identification; 2) school enrollment; 3) curriculum offerings and time allocations; 4) physical facilities; 5) teaching staff; 6) administrative organization; 7) school finance; 8) examination and evaluation; 9) instructional program; 10) school library; 11) co-curricular activities; and, 12) pupil's welfare. This questionnaire was administered to a 10% sample drawn on a random stratified basis from the total number of secondary schools in India in 1960-1961 and 1961-1962. The results of the survey are reported in statistical tables by question and are summarized in Chapter 4 through Chapter 12. Generally it was found that a more extensive sampling is needed to permit all the types of generalization desired, and that the present study should be considered as exploratory in nature. Additional statistical tables are included in SO 001 590 through SO 001 592. (Author/AWW)

**ED 052 121** SO 001 590  
**A Survey of Secondary Schools in India. Project Report Part 2.**

National Council of Educational Research and Training, New Delhi (India).  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—66  
Note—441p.

**EDRS Price MF-\$1.33 HC-\$23.43 Plus Postage.**  
Descriptors—Admission (School), Cocurricular Activities, \*Comparative Education, Curriculum, Educational Administration, Educational Facilities, Educational Finance, Educational Programs, Enrollment, Instructional Staff, Library Services, \*National Surveys, Physical Education, Questionnaires, School Demography, \*Secondary

National Council of Educational Research and Training, New Delhi (India).  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—66  
Note—466p.  
**EDRS Price MF-\$1.50 HC-\$24.77 Plus Postage.**  
Descriptors—Admission (School), Cocurricular Activities, \*Comparative Education, Curriculum, Educational Administration, Educational Facilities, Educational Finance, Educational Programs, Enrollment, Instructional Staff, Library Services, \*National Surveys, Physical Education, Questionnaires, School Demography, \*Secondary Education, Student Evaluation, Student Welfare Identifiers—India

A narrative description of this study is abstracted under SO 001 589. This part contains statistical tables for survey questions number 45 to 54. (AWW)

**ED 052 123** SO 001 592  
**A Survey of Secondary Schools in India. Project Report Part 4.**

National Council of Educational Research and Training, New Delhi (India).  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—66  
Note—436p.

**EDRS Price MF-\$1.33 HC-\$23.43 Plus Postage.**  
Descriptors—Admission (School), \*Comparative Education, Curriculum, Educational Administration, Educational Facilities, Educational Finance, Educational Programs, Enrollment, Instructional Staff, Library Services, \*National Surveys, Physical Education, Questionnaires, School Demography, \*Secondary Education, Student Evaluation, Student Welfare Identifiers—India

A narrative description of this study is abstracted under SO 001 589. This part contains statistical tables for survey questions number 55 to 108. (AWW)

**ED 052 265** UD 011 555  
**Passow, A. Harry**  
**Research and Development in Compensatory Education Abroad. ERIC-IRCD Urban Disadvantaged Series, Number 23.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—Jul 71  
Contract—OEC-0-9-420088-2327(\$19)  
Note—64p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Administrative Organization, \*Comparative Education, \*Compensatory Education, \*Educational Change, \*Educational Development, \*Educationally Disadvantaged, Educational Research, School Integration

In most countries in the world, the democratization of education is a major concern of educational and social planners. This report reviews and briefly describes research and development programs in countries other than the United States. The review suggests that the concerns and the patterns being followed generally parallel activities in the U.S. "Disadvantaged" groups tend to be those of racial or ethnic minority group status, immigrants and immigrants, and those of low socioeconomic or improv-

**ED 052 384** VT 013 653  
**Bowman, Mary Jean And Others**  
**A Theoretical and Empirical Analysis of Vocational Preparation in Japan. Volume I. Learning, Working and Earning: Preview and Review. Final Report.**

Chicago Univ., Ill.  
Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date—Dec 70  
Contract—OEG-3-6-000537-0744  
Note—102p.; Vol I of 5 volumes

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
Descriptors—Academic Aspiration, \*Comparative Education, Developed Nations, Educational Objectives, Educational Opportunities, Educational Policy, Educational Practice, Educational Research, Equal Education, High School Students, Labor Market, Models, Occupational Aspiration, \*Public School Systems, \*School Surveys, Socioeconomic Influences, \*Student Attitudes, \*Vocational Education Identifiers—Japan

This report presents detailed procedures and findings of research on Japanese high school seniors, their choice of courses, educational and career expectations and preferences, and the extent to which these attitudes conform to relationships in Japanese labor markets. Data came from a 1966 survey of 7,000 male high school seniors enrolled in general, commerce, agricultural, and technical curricula, with supplementary data from the students' fathers. This first volume of the five-volume report includes an overview of the entire study and an introductory chapter. Japan was chosen for this study because of the exceptional data coverage and reliability, and the notable similarities and contrast with the United States in relevant educational matters. In this volume a generalized sequential human-investment and career decision model is presented, which permits the inclusion of both monetary and non-monetary factors. The five volumes are available as VT 013 653-013 657. (BH)

**ED 052 385** VT 013 654  
**Bowman, Mary Jean And Others**  
**A Theoretical and Empirical Analysis of Vocational Preparation in Japan. Volume II. The Japanese Educational System, the Study Sample, and Student Selection to Upper-Secondary Schools and Curricula. Final Report.**

Chicago Univ., Ill.  
Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date—Dec 70  
Contract—OEG-3-6-000537-0744  
Note—162p.; Vol II of 5 volumes

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**  
Descriptors—Academic Aspiration, Admission Criteria, \*Comparative Education, Developed Nations, Educational Objectives, Educational Opportunities, Educational Policy, Educational Practice, Equal Education, High School Students, Labor Market, Occupational Aspiration, \*Public School Systems, \*School Surveys, Socioeconomic Influences, \*Student Attitudes, \*Vocational Education Identifiers—Japan

This five-volume report presents detailed procedures and findings of research on Japanese high school seniors, their choice of courses, educational and career expectations and preferences, and the

and current issues in Japanese education. Chapter 3 investigates associations between family background and the type of secondary school, and presents a Stage 1 decision model for the allocation of youth among curriculums. The entire five volume report is available as VT 013 653-013 657. (BH)

**ED 052 386** VT 013 655

*Bowman, Mary Jean. And Others.*

**A Theoretical and Empirical Analysis of Vocational Preparation in Japan. Volume III, To Higher Education or to the Labor Market. Final Report.**

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Dec 70

Contract—OEG-3-6-000537-0744

Note—148p.; Vol III of 5 volumes

**EDRS Price MF-0.83 HC-37.35 Plus Postage.**

Descriptors—Academic Aspiration, \*Comparative Education, \*Decision Making, Developed Nations, Educational Opportunities, Equal Education, High School Students, Labor Market, Models, Occupational Aspiration, \*Public School Systems, \*School Surveys, Seniors, \*Socioeconomic Influences, Socioeconomic Status, Student Attitudes, Vocational Education

Identifiers—Japan

This five-volume report presents detailed procedures and findings of research on Japanese high school seniors, their choice of courses, educational and career expectations and preferences, and the extent to which these attitudes conform to relationships in Japanese labor markets. In an analysis of the transition from secondary school to college or the labor market, this third volume concentrates on the educational decision without a detailed analysis of career choice and job markets. The five volumes are available as VT 013 653-013 657. (BH)

**ED 052 387** VT 013 656

*Bowman, Mary Jean. And Others.*

**A Theoretical and Empirical Analysis of Vocational Preparation in Japan. Volume IV, The Post-School Years. Final Report.**

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Dec 70

Contract—OEG-3-6-000537-0744

Note—210p.; Vol IV of 5 volumes

**EDRS Price MF-0.83 HC-31.37 Plus Postage.**

Descriptors—\*Comparative Education, Developed Nations, Educational Opportunities, Equal Education, High School Students, Labor Market, \*Occupational Aspiration, \*Public School Systems, School Surveys, Seniors, Social Background, Social Factors, Socioeconomic Influences, \*Socioeconomic Status, \*Student Attitudes, Vocational Education

Identifiers—Japan

This five-volume report presents detailed procedures and findings of research on Japanese high school seniors, their choice of courses, educational and career expectations and preferences, and the extent to which these attitudes conform to relationships in Japanese labor markets. This fourth volume relates the student's background to his anticipations and preferences regarding income, occupational status, and type of work and business. The five volumes are available as VT 013 653-013 657. (BH)

University, Berkeley, Calif. Inst. of International Studies.

Pub Date—Aug 67

Note—393p.

**EDRS Price MF-0.16 HC-20.75 Plus Postage.**

Descriptors—\*Faculty, Higher Education, \*Surveys, Teacher Attitudes, \*Teacher Characteristics, \*Teachers, Teacher Salaries, \*Universities

Identifiers—Great Britain

The bulk of this interim report consists of data on the anatomy of the British academic profession and its recent historical development and an intensive analysis of the results of a survey of a representative sample of British academicians. The data and discussion are organized into 8 broad chapters on: structure and growth of the British academic profession since 1900, material conditions, attitudes toward expansion, institutional determinants of teaching and research orientations, characteristics and correlates of teaching and research orientations, attitudes toward professional status and power, the politics of British academic men, and types of academic orientations among university teachers. The appendices contain additional statistical tables and notes, questionnaires, and a chronology of research operations. (JS)

**ED 052 843** PS 004 904

*Haskell, Lucy A., Comp.*

**British Primary Education: An Annotated Bibliography.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources; Office of Economic Opportunity, Washington, D.C.

Pub Date—Jul 71

Contract—OEG-0-70-2623(519)

Note—18p.

**EDRS Price MF-0.83 HC-31.67 Plus Postage.**

Descriptors—Annotated Bibliographies, Curriculum, Educational Change, \*Educational Innovation, Educational Methods, \*Educational Philosophy, \*Instructional Innovation, \*Teaching Methods

Identifiers—Great Britain, Open Education

This annotated bibliography lists British publications useful to American educators' understanding of educational reform in England and the British primary schools. Since American enthusiasm for open and informal educational methods has grown so quickly, this bibliographic tool is a necessary first step in the systematic, thorough study of British schools as potential models for United States school reform. The bibliography is divided into four sections: "A Brief Survey of English Education," describing the major trends of education in the context of British history; "Pioneers in Educational Thought," accounts of some of the major educational innovators of the past 150 years; "Contemporary Trends in Primary Education," descriptions of "informal" programs and samples of the continuing British debate over the schools and where they should be heading; and "Curriculum Innovations," descriptions of innovations in various subject areas. Two brief sections are added for those who are interested in an American view of British Primary Schools and in general background material. (Author/IA)

**ED 053 021** SO 001 546

*Rudman, Herbert C.*

**Structure and Decision-Making in Soviet Education.**

Office of Education (DHEW), Washington, D.C. Report No.—BULL-1964-2; OE-14094

Pub Date—64

parative education, Conflict Resolution, Decision Making, \*Educational Administration, \*Educational Policy, Government Role, \*Policy Formation, Political Influences, Political Power, \*Power Structure

Identifiers—\*Communist Party of the Soviet Union, CPSU, Soviet Union

The purpose of this study is to describe the structures of and decision-making processes within the Communist Party of the Soviet Union (CPSU) and government agencies concerned with education at all geopolitical levels, and to describe the dynamics of the interrelationships between the CPSU and the government. The study is based on data collected from documents published in the USSR and in the United States, and on information obtained from a series of interviews during 1962 with: members of the Communist Party, a member of the Central Committee of the CPSU, ministers of education, chairmen of city boards of education, inspectors of schools, and various administrators and faculty of institutes of higher education. Questions discuss patterns of decision making, policy change procedures, and the distribution and exercise of power and authority; questions for further study are delineated in a final section. The primary conclusion is that the decision-making power resides in the CPSU's Central Committee, operating through democratic centralism. Appendices provide selected readings, a glossary of Russian terms, and a list of ministries and committees that administer higher education. (Author/DJB)

**ED 053 030** SO 001 594

*Sheffield, James R.*

**Education in the Republic of Kenya.**

Office of Education (DHEW), Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-14149

Pub Date—[70]

Contract—OEG-2-7-000092-0092

Note—119p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (\$7.0)

**EDRS Price MF-0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Community Schools, \*Comparative Education, Developing Nations, Developmental Programs, \*Educational Administration, \*Educational Development, \*Educational Economics, Educational Finance, Educational Problems, Educational Programs, \*Educational Statistics, Elementary Education, Equal Education, Government Role, Higher Education, Manpower Development, Public Education, Secondary Education

Identifiers—Africa, Educational Systems, Harambee Schools, \*Kenya

As in most developing countries, education in Kenya is reported to have developed through three broad, overlapping phases: traditional, missionary, and governmental as influenced by the country's geography, climate, population growth, economy, and striving for independence. In the process, long-range educational goals have evolved: 1) to provide universal primary education; 2) to ensure enough places at the secondary and higher levels for educating those with recognized abilities; and, 3) to organize the educational system for meeting the country's manpower needs, thus stressing expenditures in education as an investment in the Nation's economic development. The structure and administration, finance and government aid, curriculum and examination elements of this formal system are discussed along with educational programs outside the system including youth programs, adult education,

more relevant to the country's social and economic needs. Curriculum experts, a schedule and selected references are appended; thirteen tables of statistical data on enrollments and expenditures are also included. (Author/SBE)

**ED 053 593** FL 002 368

*Doherty, Ellen M. Mule, George A.*

**Education in Spain: Educational Data.**

Office of Education (DHEW), Washington, D.C.

Report No.—OE-14034-79

Pub Date—66

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, Curriculum Planning, Educational Administration, Educational Change, Educational Development, Educational Finance, \*Educational Improvement, \*Educational Philosophy, Educational Planning, Educational Resources, \*Educational Trends, Elementary Schools, Instructional Program Divisions, \*International Education, Secondary Schools, \*Spanish, Teacher Education, Universities

Identifiers—Spain

This review of recent trends in Spanish education focuses on governmental attempts to update educational standards by extending the compulsory school-attendance age, by eradicating adult illiteracy, and by constructing new schools. The report points out that the expansion of Spanish economic programs has shifted educational objectives to emphasize vocational training and the development of vocational schools at all levels. Major chapters, illustrated by tables, include: (1) new trends in education, (2) administration of education, (3) financial aspects of education, (4) elementary education, (5) secondary education, (6) higher education, (7) teacher education, (8) adult education programs, (9) programs for American students in Spain, (10) a glossary of Spanish terms used in the text, and (11) selected references. (RL)

**ED 054 022** SO 001 543

*Braham, Randolph L.*

**Education in the Rumanian People's Republic.**

Office of Education (DHEW), Washington, D.C.

Report No.—OE-14087-Bull-1964-1

Pub Date—63

Note—240p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Area Studies, Communism, \*Comparative Education, Educational Administration, Educational Change, \*Educational Development, Educational Legislation, Educational Objectives, Educational Practice, General Education, Higher Education, Organizations (Groups), Political Socialization, Preschool Education, \*School Systems, Teacher Education, Technical Education, Vocational Education

Identifiers—Educational Systems, \*Rumanian Peoples Republic

This bulletin is the Office of Education's first one on education in Rumania, and the subject is presented in its historical and current political, economic, social, and cultural setting, from a non-communist perspective. Nine chapters present the country's background, a history of its educational system from 1832, and detailed descriptions of: preprimary education, general education, vocational and technical education, higher education, teacher training, and organizations for children, youth, and adults. A final chapter presents the author's conclusions and evaluations. Appendices cover general education textbooks and a glossary of Rumanian terms used in the bulletin. Both

Office of Education (DHEW), Washington, D.C.

Report No.—OE-14119-BULL-1964-27

Pub Date—65

Contract—OEC-05-64-58

Note—71p.; Studies in Comparative Education Series

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Administrative Organization, \*Comparative Education, \*Educational Administration, \*Educational Change, \*Educational Development, Educational Finance, Educational Programs, Enrollment Trends, \*Higher Education, Manpower Needs, National Surveys, Teacher Education, Technical Education, Vocational Education

Identifiers—\*Republic of Korea

This study focuses on the changes of organizational structure and instructional programs in the field of higher education in Korea since the fall of the Rhee government in the spring of 1960. Other periods of higher educational development are: Japanese occupation; U. S. Military Government from 1945-1948; and, the Rhee government, from Korean independence to 1960. A final section provides a comparative view of Korean higher education. For example, the ratio of higher education enrollment to estimates of the population aged 20 to 24 is 5.7 in Korea, a higher ratio than such European countries as Spain, Italy, Poland, and Norway. A 24 page appendix provides selected data on institutions of higher education in Korea for 1963. (Author/DJB)

**ED 054 024** SO 001 548

*Gill, Clark C.*

**Education in a Changing Mexico.**

Institute of International Studies (DHEW/OE),

Washington, D.C.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No.—OE-14139

Pub Date—69

Contract—OEC-5-99-131; OEC-3104-99-8

Note—134p.; Studies in Comparative Education Series

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Area Studies, \*Comparative Education, \*Developing Nations, Educational Administration, Educational History, Educational Needs, Educational Objectives, \*Educational Trends, General Education, International Programs, Literacy Education, National Programs, National Surveys, \*School Systems, Statistical Data, Teachers, Technical Education

Identifiers—Educational System, \*Mexico

This report is divided into 11 chapters which describe the various elements of education in Mexico; additional chapters present the physical and social setting and a summary of the authors' conclusions. Tables, primarily 1964 figures, and references illustrate and append the text. Highlighted in the discussions are: 1) the closely linked educational, social, and economic goals of the Mexican Revolution, and the shared goals directed toward historically disadvantaged groups through agricultural, Indian, and technical education, cultural missions, and rural schools; 2) the proportion of the federal budget for education in 1966 was 25% as compared to only 5% in 1921; 3) The Eleven-Year Plan, adopted in 1959 and aimed at satisfying the need for elementary education, is moving ahead of schedule; 4) The Federal Government adopted new curricula for elementary, secondary, and normal schools in 1959 with over 100 million free textbooks and workbooks distributed by 1964; and, 5) 21,815 new classrooms

Educational Reform in Brazil. The Law of 1961.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-14135

Pub Date—68

Note—58p.; Studies in Comparative Education Series

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Administrative Organization, \*Area Studies, \*Comparative Education, \*Decentralization, Developing Nations, Educational Administration, \*Educational Change, \*Educational Legislation, Educational Trends, Environmental Influences, General Education, Governing Boards, Government Role, Higher Education, National Programs, National Surveys, Rural Urban Differences, Teachers

Identifiers—\*Brazil, Educational Systems

On December 21, 1961 the Brazilian Congress passed the Law of Directives and Bases of National Education, implementing the educational provisions of the Constitution of 1946. This Law of 1961 was Brazil's first general education law and was widely publicized as decentralizing the administration of and the responsibility for Brazilian education, and providing for the needed degree of flexibility for the varied regional conditions within the country. It is with such reforms and trends in Brazilian education, following implementation of the Law of 1961, that the present study is principally concerned. Part I describes the background of the national scene in which the Law of 1961 was to function. Part II discusses the system of education as it existed in 1961. Part III presents the provisions of the law, its implementation, beginning in 1962, at all levels of Brazilian education; and the implications for future educational development in Brazil. (Author)

**ED 054 239** UD 011 712

*Simlansky, M. And Others*

**Secondary Boarding Schools for Gifted Students**

**From Disadvantaged Strata. Technical Report**

**No. 2, the Socio-Economic Background of the Students and Their Success in Secondary School. A Follow-Up Study.**

Henrietta Szold Inst., Jerusalem (Israel), Tel-Aviv Univ. (Israel), Research and Development Lab. for the Study of the Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 71

Note—193p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Academic Achievement, \*Comparative Education, Data Analysis, Demography, \*Educational Disadvantage, \*Educational Objectives, Educational Research, \*Gifted, Socio-cultural Patterns, Socioeconomic Influences

Identifiers—Israel

This report is one of a series on the results of studies conducted with the aim of understanding and assisting culturally disadvantaged pupils in the Israeli school system. A brief educational history of the country and the theoretical basis of the research introduces this report. A detailed description of the socioeconomic background of students is given through data analysis, as well as an analysis of student success in secondary schools. Findings indicate that the State of Israel has remained consistent in striving toward defined goals by absorbing a "culturally disadvantaged" population, using the criteria of ethnic origin and social characteristics. (Author/DM)



Onis State Univ., Columbus, Research Position.  
Office of Education (DHEW),  
Washington, D.C. Bureau of Research.  
Pub Date: Jan 71  
Contract OEG-5-9-455075-006(0110)  
Note—348p.  
**EDRS Price MF-\$1.16 HC-\$18.07 Plus Postage.**  
Descriptors: \*Foreign Countries, \*Program  
Evaluation, \*Secondary School Teachers,  
\*Teacher Education, \*Teachers Colleges  
Identifiers: India

This study was to discover the impact which the Regional College Teacher Education Program had upon India's secondary education in general and on other teacher education programs in particular. Criteria for evaluation were based on the specific objectives of the three groups of institutions selected: regional colleges, traditional colleges, and university departments of education. Random samples were selected from student teachers, secondary school teachers, faculty of teacher training institutions, and administrators of teacher education programs. The instruments used included four kinds of questionnaires, an observation checklist, and an interview schedule. The study was conducted in three phases: developing and validating criteria and instruments, administering the instruments and collecting the data, and analyzing the data and reporting. The findings indicated that the Indian educational system is almost ready to move toward the development of a model secondary school teacher preparation program, but at present India exemplifies only the worst of educational settings, and Indian secondary schools and training colleges in general impart a mediocre education. The regional colleges, however, do provide a well balanced program, but meet with opposition from the other institutions. The report includes 25 recommendations for improving this situation. The instruments used are included in the document. (MBM)

**ED 059 181** SP 005 551

*Remick, Lauren B.*  
**Teacher Behavior in an Informal British Infant School.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency: Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date: 71  
Note: 35p.; Paper presented at the annual meeting of the American Educational Research Association, New York, February 1971

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors: \*Classroom Observation Techniques, \*Early Childhood Education, \*Informal Organization, \*Open Education, \*Progressive Education, \*Teacher Behavior  
Identifiers: \*Informal British Infant Schools

Systematic observation of teacher behavior in several classrooms of an informal British infant schools was undertaken in order to determine typical patterns of interaction between teacher and child. Among the major findings reported are the following: 1) a typical pattern of teacher behavior in which extended substantive discussions with one or a group of children are interspersed with very brief exchanges, usually child-initiated and often concerned with organization or management questions with individual children; 2) extended interactions which are dominated by questioning of the child with respect to substantive (academic), personal, and self-management aspects of the task on which he is working; and 3) brief interactions which are heavily child-initiated and play a classroom management as well as an instructional function. On the

**ED 059 224** TE 499 796  
*Cyker, Edmund A.*  
**A Study in Comparative Music Education: An Evaluation of Techniques Employed in Elementary and Secondary Schools in Selected Foreign Countries. Final Report.**  
Oregon Univ., Eugene.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.  
Pub Date—31 Dec 71  
Contract—OEG-9-9-470074-0075(057)  
Note—47p.  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors: Comparative Analysis, Data Collection, \*Elementary Schools, Evaluation, \*Foreign Countries, Kindergarten, \*Music Education, \*Secondary Schools, Teacher Role, \*Teaching Techniques, Video Tape Recordings  
Identifiers—Argentina, Austria, Poland, France, Germany, Hungary, Italy, Poland, Portugal, Russia

This study consisted of observations of and conferences on elementary and secondary school music teaching in 10 foreign countries, and the collection of data via video-tape recordings for the evaluation of techniques employed by both classroom teachers and music specialists. With three exceptions, all observations and recordings were made under normal classroom conditions during regular instructional periods, and covered classes from nursery school through secondary school. Data collected represents both traditional and experimental approaches to music teaching. It is concluded that although methods are important, it is the skill and enthusiasm of the individual teacher plus the use of a method that results in a successful musical experience for the pupil. (Author/DB)

**ED 059 543** EA 004 074

*Suturn, Pinyu*  
**The Provincial School Superintendent in Thailand: A Study of Role Perceptions and Expectations.**

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—ERUT-1  
Pub Date—71  
Contract—OEG-4-7-062597-1654

Note: 216p.  
**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**  
Descriptors: \*Administrative Personnel, Administrative Policy, Analysis of Variance, Educational Administration, \*Foreign Countries, Government Employees, \*Role Perception, \*Role Theory, \*Superintendent Role, Superintendents

The purpose of this study was to identify consensus or conflict in the perceptions of the role of provincial school superintendent in Thailand held by (1) provincial school superintendents, (2) provincial governors, and (3) senior administrators of the Ministry of Education. Administrator respondents were asked in a questionnaire to indicate the strength of their agreement with 50 items of expected administrator behavior. Analysis of variance indicated consensus between provincial superintendents and senior administrators, but statistically significant conflict in the role expectations of provincial governors when compared with both populations of provincial superintendents and senior administrators. Consensus within populations was high, with statistically significant conflicts in six items for superintendents, eight items for governors, and nine items for senior administrators. (RA)

Involvement.  
Stanford Univ., Calif. Stanford International Development Education Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—ERUT-3  
Pub Date—71  
Contract—OEG-4-7-062597-1654  
Note—305p.  
**EDRS Price MF-\$1.00 HC-\$16.73 Plus Postage.**  
Descriptors: \*Behavioral Science Research, \*Community Action, Community Involvement, Community Surveys, Cultural Context, \*Developing Nations, \*Educational Sociology, Foreign Culture, Political Influences, Rural Areas, School Community Relationship, School Systems, Social Attitudes, Social Influences, \*Teacher Behavior, Teacher Role  
Identifiers: \*Philippines

This study investigates the role of rural Filipino teachers and assesses their role in civic or community improvement. The purpose is to locate the activist teachers and further to explain why certain people are more involved in the community. Two approaches are used: first, ethnographic material from informants and personal observations on the cultural and political context of education, i.e., on the educational bureaucracy, village factionalism, and occupational clique groups are presented as conditions for teacher role behavior; second, interviews of over 600 randomly sampled teachers and community members are used to relate selected demographic and attitudinal factors to actual teacher civic participation. This juxtaposition of the descriptive contextual data and the survey data on individuals (presented in 63 tables) should provide richer ethnography of the Filipino teacher and his educational system and also provide a fuller explanation of general and individual teacher civic role behavior. In sum, teachers, as a community development resource, are reluctant "missionaries" operating in a very difficult professional and cultural milieu. Activist teachers are most likely to be professionally responsible and have high community status. Practical recommendations and areas for further research are discussed in a final chapter. Measurement instruments and reference list are appended. (Author/DJB)

**ED 062 730** EA 004 348

*Bratcher, John Yance*  
**Difficulties Encountered and the Degree of Success Achieved in Implementing the Decrees of the Twenty-Third Congress of the Communist Party, U. S. S. R. Relating to the "Conditions and Measures for Further Improving the Work of the Secondary Compulsory Educational School." Final Report.**

Western Kentucky Univ., Bowling Green.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—Mar 72  
Contract—OEG-3-70-0031(509)  
Note—143p.  
**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors: \*Administrative Change, Administrative Organization, Communism, \*Curriculum Development, \*Educational Change, Educational Philosophy, Educational Programs, Equal Education, \*Foreign Countries, \*Secondary Education  
Identifiers—Soviet Union, USSR

The Twenty-Third Congress of the Communist Party of the Soviet Union, which convened in 1958, directed that the usual secondary education be implemented in 1970. The purpose of this study was to ascertain the difficulties and successes of implement-

tation procedures. Party and State decrees after 1968 necessitated such concomitant changes at all levels of secondary education that implementation was postponed until 1972. Reforms of an administrative-organizational nature were accomplished, but the results of structural and qualitative reforms to the secondary school curriculum have not been successful. This study led to the conclusion that the impact of new secondary programs on the competency of secondary school graduates cannot be fully known until implementation has been completed. (Author/RA)

ED 063 214 SO 003-025

Renner, Richard R.  
Education for a New Colombia.  
Institute of International Studies (DHEW/OE), Washington, D.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub. No.—OE-14152  
Report Date—71  
Contract—OEC-0-70-2717; OEC-1-7-07117-5231  
Note—209p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.  
Descriptors—\*Comparative Education, \*Educational Administration, Educational Development, \*Educational History, Educational Philosophy, \*Educational Practice, \*Educational Problems, Elementary Education, Financial Support, General Education, Government Role, Higher Education, Kindergarten, Secondary Education, Sociocconomic Influences, Teacher Education, Vocational Education  
Identifiers—\*Colombia, South America

This study, one of a series of publications on education in other countries, describes all major levels and types of education in Colombia against a background of the relevant economic, cultural, and social features of that country. The first two chapters depict features of Colombia essential to understanding the context within which its educational system functions. Chapter 3 discusses educational landmarks and traditions in hopes that by reflecting on unsolved problems in the past current problems in education can be better understood. The National Government has been responsible for educational activities, plans, and programs since the Ministry of Public Instruction was created in 1903. Chapter 4 explains school organization and administration, while chapter 5 emphasizes planning and development of education identifying problems and determining priorities. Enrollment increases are evident in kindergarten, elementary, secondary, vocational, and higher education. Much of this report (chapters 6 through 19) is devoted to reporting the history, purposes, structure and organization, facilities, curriculum, methods, problems, and criticisms of education at each of these levels. Other chapters on Colombian education are included on teachers and teacher education; private education; other educational programs; and international and foreign educational influences. The final chapter focuses on achievements and prospects for the future in Colombian education. A selected bibliography is included. (Author/SJM)

ED 063 491 VT 015 496

Doron, Rina Lederer, A.  
Vocational Training and Industrial Needs: Report on a Pilot Study in the Metal Work Industry.  
Henrietta Szold Inst., Jerusalem (Israel).  
Spons Agency—Ministry of Education and Culture, Jerusalem (Israel); Office of Education (DHEW), Washington, D.C.  
Report No.—Pub-489; RR-114  
Pub Date—Jul 67  
Contract—OEG-0-8-004608-4608(021)  
Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Administrator Attitudes, Engineers, Foreign Countries, Industrial Training, \*Metal Industry, \*Occupational Surveys, \*Program Effectiveness, Questionnaires, \*Vocational Education Identifiers—\*Israel

In order to determine if the vocational school graduates are adequately trained for their jobs, a survey eliciting the opinions and suggestions of industrial engineers and administrators who come in contact with the graduates was taken. From the total population of 450 metal plants employing over 20 workers each, a stratified sample of 39 plants was chosen and a questionnaire was used to collect the data. Some of the respondents believed that a broad theoretical basis should be given to vocational students, while others thought more time should be devoted to practical work. Several respondents suggested the introduction of a management and production trend. It was concluded that vocational schools should be diversified, so as to include additional "streams" and levels. (GEB)

ED 063 492 VT 015 497

Niznan, Esther  
Vocational Schools: Relation of Curricula To Needs in the Fields of the Electrical and Electronic Industries.

Henrietta Szold Inst., Jerusalem (Israel).  
Spons Agency—Ministry of Education and Culture, Jerusalem (Israel); Office of Education (DHEW), Washington, D.C.  
Report No.—Pub-471; RR-125  
Pub Date—Mar 69  
Contract—OEG-0-8-004608-4608(021)  
Note—164p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.  
Descriptors—\*Electronics Industry, \*Electronic Technicians, \*Employment Projections, Engineers, Foreign Countries, Occupational Surveys, Questionnaires, \*Relevance (Education), \*Vocational Education  
Identifiers—\*Israel

The primary purpose of this survey was to bring about closer contacts between vocational education and the electrical and electronic goods industry of Israel. In addition to a review of literature, engineers and managers were surveyed, via questionnaires, with respect to: (1) The various occupations existing in electricity and electronics, (2) subjects learned, (3) duration and type of training given to electricians and electronics technicians, and (4) the number of graduates of vocational schools presently working and needed in the future. It was found that the graduates' level of knowledge and extent of training are satisfactory; however, many felt that the requirements need to be raised in several areas. It is anticipated that the number of electricians and electronics technicians in Israel is likely to amount to three times the present number in the next few years. (GEB)

ED 063 493 VT 015 498

Niznan, Esther  
Vocational Schools: Relation of Curricula in the Fields of Commerce, Banking and Management.

Henrietta Szold Inst., Jerusalem (Israel).  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—Pub-489; RR-142  
Pub Date—70  
Contract—OEG-0-8-004608-4608(021)  
Note—163p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.  
Descriptors—\*Clerical Workers, \*Employment Qualifications, Foreign Countries, \*Occupational Surveys, \*Office Occupations Education, \*Trainees, Vocational Education  
Identifiers—\*Israel

The purpose of this survey was to present the views of the economy regarding the desirable voca-

tional and personal qualifications of those working or preparing to work in office administration. From a list of Israeli businesses employing office workers, 60 were randomly selected and placed into one of four groups depending on the number of employees. Responses to questionnaires were received from 52 of the 60 office managers and business men surveyed. The results indicate a lack of consistency between the assessment at present and the economy's demands for the future regarding the various clerical occupations. Satisfaction was expressed in regard to the level of knowledge in the various subjects of study and the personal qualifications; however, there was an expressed demand for an improvement of the vocational level and personal qualifications for future employees. (GEB)

ED 064 805 EA 004 490

Walker, William G.  
Centralization and Decentralization: An International Viewpoint on an American Dilemma, A Special CASEA Report.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.  
Pub Date—Jun 72

Contract—OEC-4-10-163  
Note—27p.  
Available from Publications Department, CASEA, University of Oregon, Eugene 97403 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.  
Descriptors—\*Centralization, \*Decentralization, \*Educational Research, Governance, Organizational Change, \*School District Autonomy, State School District Relationship, \*Theories

This report outlines the history of the centralization-decentralization dilemma in the governance of organizations, discusses two types of centralization-decentralization continua, and suggests further research. The first type of continuum discussed the traditional American refers to decisionmaking in the areas of public debate and partisan politics, involving citizen representation in policymaking through the medium of elections for legislatures, boards, and officials. The second continuum type the Australian model refers to the process of decisionmaking by administrative officers to whom responsibility is delegated by a school system. The author discusses the many international variations of these two types and then presents arguments for the preservation of the American model. (Author/J1)

ED 065 084 HE 003 244

Feliz, George C.  
The Regional University Centers: Innovation in Chile.

California Univ., Berkeley. Center for Research and Development in Higher Education.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72  
Contract OEC-6-10-106  
Note 411p.  
EDRS Price MF-\$1.33 HC-\$22.09 Plus Postage.  
Descriptors—\*Developing Nations, \*Educational Development, Educational Innovation, \*Educational Planning, Equal Education, \*Higher Education, \*International Education, Regional Planning

In 1960 a regional college at Temuco, Chile was established to take education to the people of that area and to reach citizens outside metropolitan areas where the only post-secondary institutions were located. In 1961 another regional college at La Serena was established with 6 additional regional centers in operation by 1970. These institutions, now campuses of the University of Chile, have had

eat impact on the people of the country in offering educational opportunities that were before close to impossible. This study presents the trends, conditions, and problems of the centers during their first decade, and draws heavily on responses from samplings in the centers and their communities. Contents include sections on the origins, functions, and evolution of the centers; their structure, organization, and decisionmaking; their curricula; their instructors, students, and graduates; community and regional relations; budgeting and financial support; perspectives and observations on current issues; and conclusions regarding the founding of a new type of higher education institution. (HS)

**ED 065 419** SO 003 774  
 Ibrahim, Randolph L.  
 Education in Romania: A Decade of Change.

Publication Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—DHEW-OE-14161  
 Pub Date—72  
 Contract—OEC-0-70-3272  
 Note—155p.

**EDRS Price MF-S0.83 HC-S8.69 Plus Postage.**  
 Descriptors—Adult Education, \*Comparative Education, \*Educational Administration, \*Educational Change, \*Educational Development, Educational History, Educational Philosophy, Educational Policy, \*Educational Practice, Educational Programs, Elementary Education, Government Role, Higher Education, Preschool Education, Secondary Education, Vocational Education

Identifiers—\*Romania  
 This second study of Romanian education reports important reforms that have strengthened the educational system and, moreover, provides a picture of the system at all education levels as of the 1969-70 academic year. Since Communist acquisition of power late in 1947, three major educational reforms have reflected a progressive nationalistic educational trend. The first, in 1947, aligned Romania's Western-oriented educational system with that of the Soviet Union; the second, in 1955, called for reorganization of the schools along polytechnical lines. Revealing a bolder posture toward national independence and also reflecting political aspirations and educational objectives of the regime, the third reform in the 1960's was designed to further Romania's long-range plans for industrialization and technical development and fostered change in general education, higher education, teacher education, and the vocational system. Among the achievements of this latter reform were: 1) the revitalization and modernization of higher education, and alignment of Romania's higher education with the modernization process occurring in the west; 2) extension from 8 to 10 years of free and compulsory education; 3) a rise of enrollment at all levels; and, 4) reorganization of vocational education. (SJM)

**ED 067 542** AC 012 835  
 Report of the Department of the Army Board to Review Army Officer Schools. Volume II. Description of Current Educational and Training Systems.

Department of the Army, Washington, D.C.  
 Pub Date—Feb 66  
 Note—258p.  
 Available from: National Technical Information Service, Springfield, Va. 22151 (AD-743 252, MF \$0.95, HC \$3.00)

**Document Not Available from EDRS.**  
 Descriptors—Armed Forces, Educational Programs, \*Foreign Countries, \*Industrial Education, Military Personnel, \*Military Training, \*Officer Personnel

The current system for the education and training of Army officers and the education and training throughout the Department of Defense, in industry, and in foreign armies are described. (Author/NF)

**ED 067 547** AC 012 841  
 Hall, Budd L. Kassam, Yusuf  
 Studies in Adult Education.  
 Dar es Salaam Univ. (Tanzania). Inst. of Adult Education.  
 Pub Date—Feb 72  
 Note—45p.

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**  
 Descriptors—\*Adult Education, Educational Finance, \*Foreign Countries, Literacy Education, Program Evaluation, Reading Materials, Rural Areas, \*Testing, \*Volunteer Training  
 Identifiers—\*Tanzania

In support of a national literacy campaign in Tanzania, a report based on information supplied by District Education Officers at the Kivukoni Seminar in January, 1972, is given. Three major sections are: Follow-Up Reading Materials And The Training Of Voluntary Teachers; The Cost Of University Adult Education; The Evaluation Of Wakati Wa Furaha (A campaign focusing on Tenth Anniversary of Independence). Results show that the campaign is reaching the intended audience (rural population) and that the programs have drawn people from a wide range of ages. To date results of testing have come from five sample groups. Mean scores from all groups on pre-test was 67%. After campaign the mean rose to 80%, a gain of 13%. There is some evidence that people learn from this type of campaign. (Author/NF)

**ED 068 760** AC 012 873  
 Lowe, John

**A Retrospective International Survey of Adult Education: (Montreal 1960 to Tokyo 1972).**  
 United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
 Report No.—UNESCO-CONFED-4  
 Pub Date—14 Apr 72

Note—138p.; International Conference on Adult Education, (3rd, Tokyo, 25 July - 7 August 1972)  
**EDRS Price MF-S0.83 HC-S7.35 Plus Postage.**

Descriptors—Comparative Education, \*International Education, \*School Surveys, \*Surveys  
 Chapter headings in this survey include: Necessary and life long: changing concepts since 1960; State responsibility, legislation and coordination; Financing and administration of adult education; Personnel: recruitment, status and training; Individual and group needs; Institutions and programs; Methods and techniques; Research in adult education; International cooperation, exchanges and aid schemes. Appendices include: Copy of questionnaire; Breakdown of replies to questionnaire by geographic area; Breakdown of working groups formed; Breakdown of reports received. (NF)

**ED 068 781** AC 012 896  
 Mhaiki, Paul J. Hall, Budd L.

**The Integration Of Adult Education In Tanzania.**  
 United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Committee for the Advancement of Adult Education.

Pub Date—12 Jul 72  
 Note—37p.  
**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**  
 Descriptors—\*Adult Education, \*Developing Nations, \*Development, Educational Development, National Programs  
 Identifiers—\*Tanzania

Brief historical background of Tanzania; Links between adult education and development objectives; Links between Adult Education and Formal Education are outlined. Importance of adult education is emphasized. (NF)

**ED 069 829** UD 013 048  
 Progress of Public Education in the United States of America, 1969-70. A Report.

Office of Education (DHEW), Washington, D.C.  
 Spons Agency—International Bureau of Education, Geneva (Switzerland).  
 Pub Date—71  
 Note—60p.; Report of the Thirty-third International Conference on Public Education sponsored by UNESCO International Bureau of Education Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (S0.60)

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**  
 Descriptors—\*Compensatory Education Programs, Disadvantaged Youth, Economically Disadvantaged, Educational Administration, Educational Change, Educational Facilities, Educationally Disadvantaged, Educational Needs, \*Educational Policy, Educational Programs, Federal Aid, \*Federal Programs, \*Public Education, Socially Disadvantaged, \*Statistical Surveys

This report is the latest in a series prepared for the International Conference on Public Education that has been held since 1934 in Geneva, Switzerland, under the auspices of the International Bureau of Education, which is now a part of UNESCO. In Part I the focus is on the special educational needs of and Federal programs of assistance to children in the United States who are disadvantaged by social, economic, or educational conditions in their homes and communities and whose subsequent growth and development would be severely handicapped without appropriate remedial or compensatory programs. This material has been adapted from the annual report made by U.S. Commissioner of Education, S. P. Marland, Jr., to the Congress in March, 1971. Part II is a brief background summary of the organization and structure of education in the United States. Part III contains statistics on American education compiled by the Office of Education National Center for Educational Statistics. The material covers the 1969-70 school year, the most recent full year for which figures were available at the time this report went to press. The tables also contain data from earlier years to indicate trends or comparisons. [Parts of page 17 of this document are not clearly legible.] (Author/JM)

**ED 070 168** EA 004 710  
 Progress of Public Education in the United States of America, 1965-1966.

Department of Health, Education, and Welfare, Washington, D.C. Office of Education (DHEW), Washington, D.C.  
 Spons Agency—International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—OE-10005-6-A  
 Pub Date—66  
 Note—77p.; report of USOE to UNESCO International Bureau of Education Joint International Conference (29th, Geneva, Switzerland, June 27-July 9, 1966)

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**  
 Descriptors—Conference Reports, Enrollment Trends, Evaluation, \*Expenditures, \*Mathematics Curriculum, \*Mathematics Education, \*Public Schools, \*Statistical Data, Tables (Data), Teacher Education

This document is divided into two sections: general statistics on education in the United States and descriptions of changes in mathematics education in the U.S. Many tables and charts describe the structure of United States education, enrollment trends, expenditure patterns and revenue receipts, international enrollment, and staffing and classroom space. The section on mathematics education describes changes in mathematics curriculum and evaluation procedures that have taken place at elementary, se-

condary, and college levels. Mathematics equipment and learning aids, teacher education, and mathematics research are also discussed. Descriptions of federal and professional organizations that support programs for improving mathematics education conclude the presentation. A related document is ED 038 523. (Photographs may reproduce poorly.) (DN)

ED 071 628 HE 003 817

*Duster, Troy*

**Aims and Control of the Universities: A Comparative Study of Academic Governance in Sweden and the United States.**

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—72

Contract—OEC-6-10-106

Note—183p.

**EDRS Price MF-50.83 HC-\$10.03 Plus Postage.**

Descriptors—Administrative Organization, \*Comparative Education, \*Educational Administration, Educational Research, \*Governance, Governing Boards, \*Higher Education, \*International Education, Power Structure

This is a comparative study of university control in Sweden and the United States with particular attention to the question of what difference it makes as to which segment of the university community controls a particular aspect of university life and university function. It is an exploration of the problem of the relationship between the structure and content of an institution and the interests of those who control the institution. The first part of the study is a survey and analysis of the views and ideology of governing board members of major U.S. universities. This is compared in the second part with the views and ideology of the central administrators of the Swedish university system in the Ministry of Education and the Chancellor. The last section compares the respective functions of U.S. faculty and students with Swedish faculty and students in their structural organizational capacities to influence policy at the university. While the Swedish model of student participation, organization, and control are suggested in modified version for the American audience, the U.S. version of departmental or institute diversification among faculty, both in substantive areas and in administrative control, is suggested for the Swedish audience. (Author/HS)

ED 071 992 SO 005 583

**The Educational System of Turkey.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-72-130

Pub Date—72

Note—15p; Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (S/N 1780-1035, \$1.15)

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Comparative Education, Educational Administration, Educational Development, Educational Finance, Educational History, Educational Policy, Educational Practice, Educational Programs, Educational Trends, Elementary Education, Government Role, Higher Education, Preschool Education, Private Schools, Secondary Education, Teacher Education, Vocational Education

Identifiers—\*Turkey

An overview of the basic system of education in Turkey from preschool to the university level is included in this booklet. A brief discussion of educational history stresses the significance of the placing of schools under control of the Ministry of Education in 1924 in an effort to promote national integration, and the importance of the adoption of Latin script in 1928 as the written medium of the Turkish language. Emphasis is upon the educational system

as a continuously reforming institution attempting to meet the educational needs and to play a more effective role in Turkey's development. Reform is directed toward making education more responsive to the demands of the country's changing economic and social scene. Educational structure, problems, school organization, administration, and financing are discussed for the various levels as well as teacher education. Tables are included on the structure of the educational system, universities, major higher education institutions, and teacher training institutions in Turkey. (JSJM)

ED 072 360 AC 014 204

**Summary of Perspectives of Adult Education in the United States and a Projection for the Future. Report for the Third International Conference on Adult Education, Sponsored by the United Nations Educational, Scientific and Cultural Organization, Tokyo, Japan, July 25-August 7, 1972.**

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-72-202

Pub Date—72

Note—37p; Text provided in both Japanese and English

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE 5-213-13043, \$1.45)

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Adult Education, Age Differences, Career Education, Continuous Learning, Curriculum Design, \*Enrollment Trends, \*Organization, Participant Characteristics, \*Program Evaluation, Program Planning, Racial Composition, Sex Differences, \*Social Factors, Teacher Education

Identifiers—UNESCO, \*United States

Adult education in the U.S. today and its future are summarized. As it presently exists, adult education is said to be local in nature. A national adult education research project is currently being conducted to determine the performance requirements for adults in a postindustrial society. Adult education has been a strong factor in raising the expectations of the disadvantaged, and it has also been a tool in meeting some of these new expectations. Two educational concepts that grew in importance during the decade were career education and lifetime learning. Adult education is organized in many communities in connection with the elementary and secondary school system; however, in most communities employers, churches, unions, military service schools, colleges, public libraries, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions also provide adult education. It assumes several varied forms as courses taken for credit, informal instruction, on-the-job training, correspondence study, and discussion groups or demonstrations at home, in the shop, in the field, or in the office. The college or university has provided most of the training for adult educators. Among the estimated total population of 130,314,000 persons age 17 and over, 10.1% participated in adult education, and 8.1% were full-time students. Excluding full-time students, of the 119,719,000 eligible, 11% participated in adult education. Women outnumbered men in the population, but more men participated in adult education. A common concern for effective methods aids in a predicted massive growth in adult education. (DB)

ED 072 509 EA 004 736

**Progress of Public Education in the United States of America 1968-1969. A Report of the United Nations Educational, Scientific and Cultural Organization International Conference (32nd, Geneva, Switzerland.)**

Office of Education (DHEW), Washington, D.C.

Report No.—OE-10005-69A

Pub Date—70

Note—53p.

Available from—Superintendent of Documents U. S. Government Printing Office, Washington, D. C. 20402 (Catalog No. HE5210:10005-69-A, \$1.55)

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.** Descriptors—Accreditation (Institutions), Educational Finance, Enrollment Trends, \*Federal State Relationship, Grade Organization, \*Organization, \*Public Education, School Holding Power, State School District Relationship, \*Statistical Data, Tables (Data), Teacher Certification, \*Teacher Education, Teacher Recruitment, Teaching Quality

This document, organized in 3 parts, reports significant achievements at the elementary, secondary, and higher education levels in United States public education, and discusses the professional development of teachers as a major achievement and innovative movement. Part one describes the governmental organization and the grade placement structure of American education. The second part provides nationwide data that may be used to compare the 1968-69 period with previous time periods for factors such as enrollment, instructional staff, graduates, retention rates and educational attainment, income sources, and expenditures. The final part discusses aspects of the professional development of teachers, such as teacher education, accreditation of institutions, teacher certification, and various programs for teacher development and recruitment. A related document is ED 038 523. (JH)

ED 078 141 VT 020 212

*Wanner, Raymond E.*

**A French Approach to Career Education. Recent Educational Policy and Legislative Developments Abroad.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-73-19100

Pub Date—73

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-01160, \$0.35)

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

Descriptors—Apprenticeships, \*Career Education, Developed Nations, Educational Finance, \*Educational Policy, \*Federal Legislation, \*Foreign Countries, Information Dissemination, Professional Education, \*Research Needs, School Industry Relationship, Teacher Qualifications, Technical Education, Vocational Education

Identifiers—\*France

In 1971, the French National Assembly adopted new legislation on Technological and continuing education which attempts to bridge the widening gap between classroom and career by extending effective career education to greater members of French citizens. To interest students in technological and vocational education and to dispel the prejudices against it, the new law provides for better dissemination of information about careers in industry, technology, and the crafts. Other provisions of the law: (1) require that equivalencies be established between diplomas in general academic courses and those in programs of technological and vocational education, (2) state that all teachers of general academic subjects are to enjoy the same professional status whether they teach in academic high schools or technical schools, (3) provide for skilled workers and technicians to receive teaching leave during which they may give courses of instruction, (4) define the role of apprenticeships, (5) provide for career education programs to be offered in two phases—one before students complete formal education and one on a periodic basis after students leave school, and (6) require that industry share a part of the costs of providing programs of continuing professional education. Following the discussion of the legislation are suggested research areas which may be of interest to American educators. (SB)

ED 081 385 HE 004 568

Rosen, Seymour M. Apanasiewicz, Nellie  
**Higher Education in Poland Part I: Organization and Administration.**

Office of Education (DHEW), Washington, D.C.  
Report No.—Bull-1963-19; OE-14082

Pub Date—63

Note—44p.

**EDRS Price MF-00.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrative Organization, \*Educational Administration, \*Expenditures, \*Foreign Countries, \*Higher Education, \*International Education, School Organization, School Personnel

Identifiers—\*Poland

This document provides basic information on the Polish system of higher education. Following background information on the elementary-secondary system, various facets of the higher education are discussed. Emphasis is placed on the higher education system, expenditures, the Ministry of Higher Education, and the higher school. The higher school is discussed in relation to the rector, the senate, the dean, the faculty council, and the teaching staff. The appendix includes a listing of Polish institutions of higher education and a itinerary of the authors' visits to Poland. An 11-item bibliography is included. Related document is HE 004 569. (MJM)

ED 081 386 HE 004 569

Rosen, Seymour M. Apanasiewicz, Nellie  
**Higher Education in Poland Part II: Rules of Admissions, Student Activities, and Curriculums.**

Office of Education (DHEW), Washington, D.C.  
Report No.—Bull-1964-22; OE-14099

Pub Date—64

Note—90p.

**EDRS Price MF-00.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Admission (School), \*Coeducational Activities, \*Curriculum, Educational Change, Educational Facilities, Enrollment, Foreign Countries, Graduate Study, \*Higher Education, \*International Education

Identifiers—\*Poland

This document explains the functioning of Polish institutions under control of the Ministry of Higher Education and other ministries and enumerates important proposed steps for reforms in Polish higher education. A major portion of the study contains detailed tables of statistics on the curriculums, enrollments, and graduations of various Polish institutions. Emphasis is placed on admission to higher education, student activities, facilities, programs of studies in higher schools, graduate study, and planned reforms and development in Polish higher education. Detailed appendices include statistical data. Related document is HE 004 568. (Author/MJM)

ED 081 387 HE 004 570

Rosen, Seymour M.  
**Higher Education in the U.S.S.R.: Curriculums, Schools, and Statistics.**

Office of Education (DHEW), Washington, D.C.  
Report No.—Bull-1963-16; OE-14088

Pub Date—63

Note—205p.

**EDRS Price MF-00.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Curriculum, Economic Factors, \*Educational Innovation, Foreign Countries, \*Higher Education, \*International Education, Social Planning, \*State School District Relationship, Statistical Data

Identifiers—\*Union of Soviet Socialist Republics, USSR

This study is designed to provide more comprehensive information on Soviet higher learning emphasizing its increasingly close alignment with Soviet national planning and economy. Following introductory material, Soviet curricula in higher education and schools and statistics are reviewed. Highlights include: (1) A major development in Soviet higher education is the increase in "produc-

tion practice," in line with Soviet educational reforms initiated in 1958; (2) The pattern of supervision of Soviet higher education in conformity with the Soviet concept that education must be "linked with life;" (3) Soviet higher education has no equivalent to liberal arts education; (4) The "plant-higher technical school" is also a new development in Soviet higher education; and (5) Part-time education, including evening and correspondence study, is the principal type of higher education in the U.S.S.A. Appendices are included. (Author/MJM)

ED 081 664 SO 006 059

Brickman, William W.

**Educational Reform and Renewal in Contemporary Spain.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-72-119

Pub Date—Mar 72

Contract—OEC-0-70-5054; OEC-0-71-0841 (804)

Note—85p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.70; Stock Number 1780-1052)

**EDRS Price MF-00.83 HC-\$4.67 Plus Postage.**

Descriptors—Adult Education, Bibliographic Citations, \*Comparative Education, Educational Administration, \*Educational Change, \*Educational Development, Educational History, Educational Innovation, \*Educational Legislation, Educational Objectives, Educational Practice, Educational Problems, Elementary Education, Foreign Culture, International Education, Private Schools, Secondary Schools, Teacher Education

Identifiers—\*Spain

This study is one of a series of Office of Education publications on educational developments in other countries. It describes and analyzes in social, economic, and historical context the educational changes mandated in Spain by the Education Reform Law of 1970, one of contemporary Europe's most far-reaching plans for educational reform and renewal. The study also gives attention to some of the initial stages in the implementation of the law, based on information available through mid-1971. Included in the document are sections on: 1) The Country, People, and the Culture; 2) Educational History of Spain; 3) Educational System of the 1960's; 4) Developments and Problems on the Eve of the Reform; 5) Beginnings of the Educational Reform; 6) The Education Reform Law of 1970; 7) The Reform in Action; 8) Interpretation; and Appendices, including a glossary of educational terms, a list of selected references, the introduction to the "Libro Blanco" and extracts from the Education Reform Law of 1970. Several charts are also included. (Author/OPH)

ED 081 765 SP 006 913

Woodruff, Philip H.

**British Primary Education - Components of Innovation.**

Spans Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
Div. of Assessment and Coordination.

Pub Date—Aug 71

Note—134p.

**EDRS Price MF-00.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Agency Role, Educational Innovation, \*Educational Programs, International Education, \*Open Education, \*Primary Education, \*Teacher Role

Identifiers—\*British Education, Oxfordshire

Herein are discussed the reactions of visitors to the Oxfordshire schools; the new elements common to education in all the Oxfordshire schools, including vertical grouping, "unstreaming," open education, the integrated day, and the integrated curriculum; the role of the teachers in Oxfordshire's primary schools; the role of various agencies and

institutions in the Oxfordshire primary schools, including the advisory service, Her Majesty's inspectors, the museum service, the teachers' centers, and the schools council; and the lessons for American education that can be drawn from Oxfordshire's primary schools. (Editor)

ED 083 756 EC 060 299

**Progress of Education in the United States of America: 1970-71 and 1971-72.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Spans Agency—International Bureau of Education, Geneva (Switzerland).

Pub Date—73

Note—68p.; Report for the Thirty-Fourth International Conference on Education (United Nations Educational, Scientific, and Cultural Organization)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock No. 1780-0128; \$0.95)

**EDRS Price MF-00.83 HC-\$3.50 Plus Postage.**

Descriptors—Administration, Career Education, Demonstration Projects, \*Educational Trends, \*Exceptional Child Education, \*Federal Government, Federal State Relationship, Handicapped Children, Historical Reviews, International Organizations, Secondary Education, \*Statistical Data, \*Trend Analysis

The report summarizes the state of U.S. education, presents statistics for the school years 1970-1972, considers educational organization and administration, and focuses on secondary education's role in training and employment. The report is offered in English, French, Spanish and Russian. Achievement and reform, which are said to mark the state of education, are discussed in relation to growth in services, educational approach, school finance, post secondary education, and the teaching of reading. Textually and tabularly presented statistics are given for enrollment, teachers, graduates school retention rates, educational attainment, and public school income/expenditures. Educational organization and administration are described in terms of federal and state responsibility, educational structure, and experimental approaches such as the multiunit plan, modular scheduling, open and free schools, and schools without walls. The concept of career education which is aimed at reducing the number of students who leave high school without preparation for employment is emphasized as part of the secondary school's current role in training and employment. Appended are a list of references as well as summaries of the education amendments of 1972 which pertain to higher education, new administration programs, and emergency school aid. (MC)

ED 085 709 CS 200 933

Purves, Alan C.

**Literature Education in Ten Countries: An Empirical Study. International Studies in Evaluation II.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).  
Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—73

Contract—OEG-0-9-420540-4503

Note—428p.; Published by Halsted Press. For related documents see ED 034 290 and ED 034 300

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 (Stock No. 15325, \$9.95 nonmember, \$9.50 member)

**Document Not Available from EDRS.**

Descriptors—Cognitive Ability, \*Comparative Education, \*Cross Cultural Studies, Cultural Factors, English Curriculum, English Instruction,

\*Environmental Influences, Family Environment, \*Literature, Reading Ability, Reading Comprehension, Research, School Environment, \*Student Reaction

Identifiers—IEA, \*Literature Education

It is the purpose of this volume to present some of the highlights of the literature survey inaugurated by the International Association for the Evaluation of Educational Achievement which was undertaken in nine countries: Belgium, Chile, England, Finland, Iran, Italy, New Zealand, Sweden, and the United States. Information was sought concerning the curriculum in literature for two age levels—age 14, the highest age at which all students in each of the participating nations were still in school, and age 18, the pre-university year. The major hypotheses of the study dealt with the relationships among the stated aims of literature instruction and the relationship of those aims to the place of literature in the nation's culture, the outcomes of literature instruction in terms of cognitive achievement, interests, and attitudes, and the patterns of expressed responses by individuals to the works they read. Findings showed that the ability to comprehend and interpret literary texts was a subset of reading ability and was less the result of any particular curricular effort of the school than it was the result of a favorable home and school environment. (HOD)

ED 089 248

CS 001 024

Holloway, Ruth Love

Report of the Study Seminar to U.S.S.R., Dec. 7-23, 1973.

Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—Feb 74

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Comparative Education, \*Educational Attitudes, \*Educational Philosophy, \*Teacher Education, Teacher Education Curriculum

Identifiers—\*Union of Soviet Socialist Republics

Following a discussion of education in the Soviet Union, this paper relates some observations on teacher education in the U.S.S.R. Among the observations noted are that teacher education as a discipline is controlled by the central government; teachers are prepared similarly for both elementary and secondary levels; teacher preparation occurs in the state universities, pedagogical research institutes, and advanced centers and professional growth centers, with the majority of the teachers being educated in the pedagogical research institutes; teachers are in an institute for five years and specialize in an area; preference at an institute is given to people who have had experience in the working world; no separate degrees are given and a prospective teacher is required to write a thesis in his area of specialty; prospective teachers by the time of graduation have had at least six months teaching experience; the educational system places high priority on supporting students financially; all graduates are guaranteed a teaching position; school administrators come from the ranks of "best teachers"; and all teachers are required to return for retraining once every five years with pay for attendance. (HOD)

ED 091 538

CE 001 309

Adult and Continuing Education: Stage I: Issue Identification.

New Jersey State Dept. of Education, Trenton, Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—May 73

Note—79p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Adult Education, \*Adult Education Programs, \*Adult Programs, Adults, Criminals, Dropouts, \*Educational Needs, Educational Trends, English (Second Language), Foreign Countries, Functional Illiteracy, Handicapped, Immigrants, Low Income Groups, Migrant Workers, Older Adults, Organizations (Groups), Program Costs, Socially Maladjusted, \*State Surveys, Tables (Data), Unemployed

Identifiers—\*New Jersey, Project Next Step

The issue of adult and continuing education in New Jersey has been examined as part of a Federal project (Project Next Step: Mutuality of Planning). National role, trends, and problems of adult and continuing education are summarized briefly in the first section while the next section includes a summary of the adult education programs in New Jersey. The planning team selected various potential target groups (functional illiterates, high school dropouts, immigrants and non-English speaking persons, adults 55 years old and older, unemployed, low income, migrant laborers, public offenders, handicapped, and the general adult population) and assessed the target groups according to definition, needs, current programs and expenditures, cost/impact, future trends, and political considerations. Charts of related data have been included following each target group. Approximately one-third of the report is devoted to an appendix (two papers that further examine definitions of adult education, various models being used in European countries, and future trends; a list of organizations with an interest in adult and continuing education, and a selected bibliography of literature). (EA)

ED 093 775

SO 007 633

Ignatovich, Frederick R. Aydin, Mustafa

Role Expectations and Performance of Turkish School Principals—Empirical Findings and Comparative Implications.

Pub Date—Apr 74

Note—54p. Paper presented at the American Educational Research Association (Chicago, April 15-19, 1974)

Available from—Frederick R. Ignatovich, 416 Erickson Hall, Dept. of Administration and Higher Education, Michigan State University, East Lansing, Michigan 48824 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, Comparative Analysis, Conformity, Expectation, \*Leadership, \*Performance, \*Principals, \*Role Perception, Role Theory, \*Socioultural Patterns, Teacher Attitudes

Identifiers—Turkey

This study was conducted to: (1) obtain a first approximation reading of the role expectations and performance of administrators in the State Teacher Training Schools of Turkey; (2) explore the relationship between principals and teachers and ministry inspectors for role performance and expectations; and (3) conduct a comparative analysis of the role performance of principals in American and Turkish educational settings. An adapted form of the Leader Behavior Description Questionnaire, Form XII, was used to gather data from seventy-six principals, the teaching staffs, and fifty-two ministry inspectors. Findings are compared to those obtained in a study of Iowa elementary school principals and teachers. Multivariate and descriptive statistical procedures were employed to determine the nature of differences between members of the role-set. A statement of purpose and procedures opens the presentation of findings displayed in graph form. A summary of the findings at the end of the report is followed by a tabular presentation of data in the appendix. (Author/JH)

ED 095 058

SO 007 686

Hu, Shi Ming

Education in a Multi-Cultural Society: The Republic of Singapore. Occasional Paper No. 74-4. State Univ. of New York, Stony Brook, American Historical Association Education Project.

Pub Date—74

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, Case Studies, \*Comparative Education, \*Educational History, Ethnic Groups, International Education, \*Multilingualism, \*Multicultural Composition

Identifiers—\*Singapore

The educational history and practices of the Republic of Singapore, professed by a description of the inception of the republic, are described in this paper. The uniqueness of that history stems from the republic's multiracial society which requires equal education opportunities for all four official language groups: Malay, Chinese, Tamil (Indian), and English. The information presented in this paper provides material for a case study approach to education in a multiracial society. (JH)

ED 096 218

SO 007 756

Barndsen, Robert D.

The Educational Revolution in China. Institute of International Studies (DHEW/OE), Washington, D.C.

Report No. DHEW-OE-73-19102

Pub Date 73

Note—55p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01228, \$0.65)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors Change Strategies, \*Comparative Education, Developing Nations, \*Educational Change, \*Educational Development, \*Educational History, Educational Objectives, Program Descriptions, Revolution

Identifiers—China

A natural interest in learning more about education in the People's Republic of China has grown out of the reestablishment of relationships between the United States and mainland China. This study, one of a series to help inform the American educational community about significant educational developments in other countries, provides basic background information to understanding recent developments in the educational system of mainland China. Based mainly on primary source material, the study summarizes the course of the educational revolution which was initiated in China in the spring of 1966 and provides a succinct analysis of the impact of this wide ranging upheaval on the organization and conduct of the educational enterprise in that country. Data on the number of higher education institutions of various types and universities within the Peoples Republic of China are appended. (Author/KSM)

ED 097 251

SO 007 812

Kazamias, Andreas M.

Education and Modernization in Greece.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Contract—OEC-1-7-71111-5232

Note—254p.

EDRS Price MF-\$0.83 HC-\$1.65 Plus Postage.

Descriptors—\*Comparative Education, Cultural Background, \*Educational Development, \*Educational History, Greek, \*Modern History, Political Influences, Relevance (Education), Social Influences, Traditional Schools

Identifiers—\*Greece, Modernization

This history of Greek education traces the path of modernization from the emergence of Greece as an independent state in the early 1800's up to the present date. Educational philosophy and content are seen as pawns in the social and political struggles of

those years. Detailed coverage of the historical events describes the structure of education as it has evolved and the battles that brought about a popular, practical aspect to curricula. In this struggle the use of demotic or popular Greek is a real as well as symbolic issue. The slow progress of modernization, impeded most recently by the 1967 military takeover is described as the result of Greek pride in a cultural heritage embodied in traditional, classical education. Reforms achieved in 1964 are seen as indications of what may come with time. Greek terms are used throughout the history and are defined in a glossary at the end. (JH)

**ED 098 106** SO 007 878  
**Soviet Commitment to Education. Report of the First Official U.S. Education Mission to the U.S.S.R.**

Office of Education (DHEW), Washington, D.C.  
 Pub Date—59

Note—147p; Out of Print

**EDRS Price MF-S0.83 HC-\$7.35 Plus Postage.**

Descriptors—Art Education, Curricular Activities, \*Comparative Education, Curriculum Study Centers, Early Childhood Education, \*Educational Administration, Educational History, \*Exchange Programs, General Education, Higher Education, Professional Education, \*School Role, \*Socialization, Teacher Education, Vocational Education

Identifiers—\*Union of Soviet Socialist Republics, USSR

The Soviet view of education as a chief resource for achieving national, social, economic, cultural, and scientific objectives is reflected in this report of the first U.S. mission to the U.S.S.R. The following topics are covered: The Administrative System of Soviet Education, Nurseries and Kindergartens, Schools of General Education, Extracurricular Activities, Education for the Arts, Preparation of Workers, Teacher Education, Academy of Pedagogical Sciences, Higher Education, and The Academy of Sciences. The report does not compare Soviet and U.S. schools because of the vast difference in objectives: theirs to educate citizens to serve the needs of the state; ours to equip students to be productive free individuals. Favorable impressions gained by the mission members include the growth and development of nurseries and kindergartens, dignity and respect between boys and girls, cooperation of industry with schools, and an emphasis on foreign language instruction. Less favorably noted are the lack of emphasis in the humanities, lack of instruction on other economic systems and societies, and other aspects of their uniform society. An appendix includes the studies required for various specialties at the Pedagogical Institutes and \*Soviet Educational Reorganization for 1959-1963. (JH)

**ED 098 443** CE 003 166

Belding, Robert E.

**PRYO: The Practical Work Orientation Program in Sweden.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 74

Contract—NIE-C-74-0061

Note—103p; The list of publications referred to on p. 15 is not included in the document

**EDRS Price MF-S0.83 HC-\$6.01 Plus Postage.**  
 Descriptors—\*Career Education, \*Comprehensive Programs, Foreign Countries, Grade 8, Grade 9, \*Secondary Education

Identifiers—Compulsory Education, Practical Work Orientation, \*PRYO, Sweden

PRYO, the Swedish acronym for Praktiske Yrkesorientering, translates into English as Practical Work Orientation. PRYO was the result of action taken by the Swedish legislature, excluding educational researchers for the most part, in which compulsory school attendance was extended from seven to nine years to further equalize Swedish education while providing students with some knowledge of

life outside of school. Until 1971, PRYO consisted of two weeks of work outside school, required of all eighth graders. In 1971, PRYO was changed to include three school visits to varied forms of industry and business during the eighth grade year, and the work experience followed in the ninth and final compulsory year. Having established the historical basis of PRYO, the author proceeds to investigate it as it existed in May 1974, through interviews with people in various capacities who are involved in it and through examination of documents issued in connection with PRYO. He concludes that in spite of the political, rather than educational, grounds of Sweden's comprehensive school origins, the school and PRYO effectively prepare graduates in a variety of ways to face the contemporary world. He also examines possible application to American education. (AG)

**ED 099 183** SE 016 945

Kallingall, Anthony

**Impact of Environmental Education for Guam Schools. An Evaluation.**

Guam Dept. of Education, Agaña.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Jul 73

Note—90p; A related document is SE 018 298

**EDRS Price MF-S0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Conservation Education, \*Educational Programs, \*Environment, Environmental Education, \*Natural Resources, Outdoor Education, \*Science Education, Science Programs  
 Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Guam

The 1972 Environmental Education for Guam Schools Project originated from the recognition of a need for environmental education on the island. The ultimate goal was to graduate citizens who were knowledgeable and conscientious about environmental concerns. This report describes and assesses the impact of this project on Guam and provides a source of feedback, a source of suggestions for further improvement, and a vehicle for dissemination of information. The report contains three categories of data—contextual data, program data, and evaluation data. Contextual data concern the economic and demographic factors of the locale and organizational and financial problems of the school system. Program data provide information on personnel, procedures, equipment, training, community involvement, and expenditures. The evaluation data focus on the behavioral objectives and goals, and instruments for measuring them. The final section, Conclusion and Recommendations, notes that the students in pilot schools developed an awareness of the need for, and interest in, preserving the environment. An overview of the curriculum adaptations, and a sample teacher evaluation sheet are included in the appendices. (Author/TK)

**ED 099 222** SE 018 298

Kallingall, Anthony

**Environmental Awareness in Guam Elementary Schools. An Evaluation of the Environmental Education for Guam Schools Project 1973-74.**

Guam Dept. of Education, Agaña.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Aug 74

Note—84p; A related document is SE 016 945

**EDRS Price MF-S0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Affective Behavior, Attitudes, Cognitive Development, \*Cognitive Measurement, Conservation Education, Curriculum Evaluation, Educational Programs, \*Elementary Grades, \*Environmental Education, \*Evaluation, Interests, Program Evaluation, Science Education, Values

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Guam

This program, developed for the primary grades, was started in September 1972 with the ultimate goal being the development (sixth-grade students) of citizens knowledgeable and conscientious about environmental concerns. A cadre of specially trained teachers utilized the adapted SCIS materials with emphasis on student planning and involvement, independent projects, and outdoor activities. In September 1973 the project was expanded horizontally. The final evaluation made assessments of cognitive developments, affective improvements and overall project success as perceived by teachers in the project. At all grade levels cognitive achievement, as measured by criterion referenced tests, surpassed expected levels. Acquisition of scientific attitudes was judged by individual teachers by means of a rating scale; in all grades the percentages of those who received higher than average ratings surpassed the expected level of 60 percent when the ratings on all factors were averaged. Using Semantic Differential scales, graduates of the program were appraised on the development of a positive attitude toward conservation of the environment; more than 60 percent were found to be in the ideal quadrant of the semantic space; it was inferred that the majority of the program participants developed desired levels of favorable attitudes. (Author/BT)

**ED 099 265** SO 007 960

Sharp, Donald W. Cole, Michael

**The Influence of Educational Experience on the Development of Cognitive Skills as Measured in Formal Tests and Experiments: A Case Study from the Mexican States of Yucatan and Quintana Roo. Final Report.**

Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date—[74]

Contract—OEG-1695

Note—20p

**EDRS Price MF-S0.83 HC-\$6.01 Plus Postage.**

Descriptors—Case Studies, \*Cognitive Development, \*Cognitive Measurement, Demography, Developed Nations, \*Developing Nations, \*Educational Experience, Educational Research, \*Measurement Techniques, Socialization, Standardized Tests, Surveys  
 Identifiers—\*Yucatan Peninsula

The major purpose of the research reported was to assess whether developmental changes in performance on standard psychological tests may be more a reflection of educational experience than maturation or traditional socialization practices. The investigation was reported in three phases: 1) description of the general and specific experimental environments in which the experimental studies were conducted; 2) presentation of the results of an education-demographic survey conducted in 17 towns on the Yucatan peninsula; and 3) an account of a series of experimental studies designed to represent a variety of cognitive skills. The basic scheme of these studies was to work with children of varying ages and educational experiences, plus one or more groups of adults whose educational experience matched that of one of the groups of children. It was concluded that educational experience has a profound effect on cognitive development as displayed in formal test situations currently in use in all industrialized countries to measure such development. Appended are the results of a demographic survey, modernity prediction scale, scoring for the scale and survey, and results of a pilot study of instructional variation. (Author/KSM)

**ED 104 740** SO 008 196

**Education in China. Modern China Series No. 5. Anglo-Chinese Educational Inst., London (England).**

Pub Date—Jan 75

Note—81p

Available from—Anglo-Chinese Educational Insti-

tute, 152 Camden High Street, London NW1 (S0.72)

#### Document Not Available from EDRS.

Descriptors—\*Comparative Education, \*Cross Cultural Studies, Curriculum, Early Childhood Education, \*Educational Development, \*Educational History, Educational Practice, Elementary Secondary Education, Higher Education, Kindergarten, Relevance (Education), \*School Community Relationship, School Environment, Student Attitudes, Teaching Methods  
Identifiers—\*Peoples Republic of China

The development, direction, and extent of education in China is examined in this publication. Chapter 1 provides a brief history of the Chinese educational system from 1900 to 1973, including sections on Soviet influence, the great leap forward, and the cultural revolution. Chapters 2-6 examine Chinese kindergartens, primary schools, middle schools, universities, and examinations. Included in these chapters are short sections on school life, curriculum, work-study, student attitudes, school and community relationship, teachers, integration with the working classes, and linking theory with practice. The concluding chapter discusses the democratization of education, teaching methods, and educational objectives as serving proletarian politics and productive labor. Appendices include a short bibliography and a draft of a program for primary and middle schools in the Chinese countryside. (Author/DE)

#### ED 104 741 SO 008 197

**The Educational System of Iran.** [Reprint.]  
Institute of International Studies (DHEW/OE),  
Washington, D.C.

Report No.—DHEW-OE-75-19114

Pub Date—74

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Adult Education, \*Comparative Education, \*Developing Nations, Education, Educational Change, \*Educational Development, \*Educational Programs, Elementary Secondary Education, Foreign Countries, Government Role, Higher Education, Rural Development, Teacher Education, Vocational Education  
Identifiers—\*Iran

The educational system of Iran is examined in this document. The basic structural pattern of Iranian education provides for six years of elementary and six years of secondary divided into two 3-year stages. Higher education, including teacher education, is offered at a variety of universities, colleges, and institutes. Vocational programs are available. Schools at all levels may be public, semipublic, or private. Iran's educational system is currently undergoing reform as part of the government plans for the country's modernization and development. Under these plans, the government is not only revising the school system's structure and curriculum, but is also striving to meet the mass educational needs and correct the educational deficiencies of both children and adults, particularly in rural areas where literacy training programs are emphasized. Of major note is the authorized revision of the elementary-secondary school system structure, which the government plans to introduce into the schools on a grade-by-grade schedule. A selected reading list concludes the document. (Author/JR)

#### ED 104 742 SO 008 198

**The Educational System of Israel.**  
Institute of International Studies (DHEW/OE),  
Washington, D.C.

Report No.—DHEW-OE-14158

Pub Date—71

Note—11p.

Available from—Superintendent of Document, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0806; \$0.15)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Comparative Education, Developing Nations, Education, \*Educational Development, \*Educational Programs, Elementary Secondary Education, Foreign Countries, Higher Education, Teacher Education, Vocational Education  
Identifiers—\*Israel

This document examines the educational system of Israel, including vocational, teacher, and higher education programs. The basic system involves a 1-year kindergarten program and 6 years of elementary education, which are free and compulsory. Secondary education, usually extending over a period of 4 years, is neither free nor compulsory. Changes in the traditional structural pattern of Israeli elementary-secondary education, which have recently been initiated and are gradually being implemented, are discussed. Higher education programs—varying in the number of years of study depending on the institution, the field of study, and the diploma or degree program undertaken—are financed through tuition fees, grants, and government subsidies. A selected glossary and reading list is included. (Author/JR)

#### ED 104 743 SO 008 199

**The Educational System of Yugoslavia.** [Reprint.]  
Institute of International Studies (DHEW/OE),  
Washington, D.C.

Report No.—DHEW-OE-75-19113

Pub Date—74

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Comparative Education, Developing Nations, Education, \*Educational Development, \*Educational Programs, Elementary Secondary Education, Higher Education, Teacher Education, Vocational Education  
Identifiers—\*Yugoslavia

This document examines the current educational system of Yugoslavia, including vocational, higher, and teacher educational programs. Elementary, secondary, and higher education in the Socialist Federal Republic of Yugoslavia is free and public. The system begins with a compulsory 8 years at the elementary level, and usually continues with 4 years at the secondary level. Secondary education programs are comprised of general academic education and various vocational schools. The programs can continue for 2-5 years at the undergraduate level, until the student has received his first degree, and end with a varying number of years at the graduate level. A selected reading list concludes the document. (Author/JR)

#### ED 108 978 SO 008 202

**Cummings, William K.**  
**The Effects of Japanese Schools.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—74

Note—53p.; Paper presented at the International Congress of Sociology, Round Table 10, The Functions of School Systems (8th, Toronto, Ontario, 1974); Some of the pages in the appendix are of marginal legibility

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Academic Achievement, Community Influence, \*Comparative Education, Elementary Secondary Education, \*Individual Development, School Community Relationship, School Environment, School Responsibility, \*School Role, \*Social Development, Social Factors, Socialization, Student Development, \*Success Factors  
Identifiers—\*Japan

In this paper, selected evidence on the effects of Japanese schools is presented. The author believes that Japan is one modern society where the schools have fostered individual and social development. The primary focus is on the effects for individuals in the area of cognitive skills, motivation, educational and occupational attainments, and sociopolitical atti-

tudes and the characteristics of Japanese schools which contribute to their effectiveness. Political conflict over education, the school-job link, and the high esteem Japanese culture and heritage places on education is reported as having a significant bearing on their success. Other suggested indicators of the school's success, discussed in some detail, include: (1) Japanese students' high scores on Science Achievement Tests administered by the International Education Association (IEA); (2) an interest and aspiration of students to achieve; (3) an increase in educational level attainment; and (4) a substantial effect of education on occupation attainment. In summary, individual changes effected by the schools are plausibly linked to some social and economic developments of postwar Japan. In conclusion, however, it is noted that not all school effects are perceived positively. For example, the conservative element in Japan believes that it is not receiving enough from Japan's schools. Although a major program for school reform has been launched, it is difficult to predict what reforms from the current debate over Japanese education will be implemented. (ND)

#### ED 109 929 FL 007 036

**Apanasewicz, Nellie**  
**Education in the U.S.S.R.: An Annotated Bibliography of English-Language Materials, 1965-1973.**

Office of Education (DHEW), Washington, D.C.  
Div. of International Education.

Report No.—DHEW-OE-74-19111

Pub Date—74

Note—104p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01338, \$1.35)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
Descriptors—\*Annotated Bibliographies, Bilingual Education, Career Education, \*Curriculum, Early Childhood Education, \*Education, Educational Administration, Educational Planning, Educational Policy, \*Educational Programs, \*Educational Research, Handicapped Students, Higher Education, Instructional Materials, Instructional Media, Teaching Methods  
Identifiers—\*Union of Soviet Socialist Republics, USSR

This bibliography constitutes a guide to selected reference materials published in English on education in the USSR. The 347 entries, which are indexed alphabetically according to subject categories and cross-referenced, cover the period from 1965 through 1973. Some of the areas stressed are bilingual education, career education, early childhood education, and education for the handicapped. There are listings for every aspect of education in Russia, however, and for many topics related to education. Entries deal with types of schools and academies and types and levels of education ranging from pre-school through university and vocational. Other topics include curriculum and educational planning, research, development and policy. Publications concerning administration, methods and media, libraries and extra-curricular activities are also listed. (CKL)

#### ED 110 157 PS 007 910

**Austin, Gilbert R. Dittman, Laura**  
**Early Childhood Education in Scandinavia.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 75

Note—20p.

Available from—Publications Office/I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 130, \$1.00)



**EDRS Price MF-0.83 HC-51.67 Plus Postage.**  
 Descriptors--Birth Rate, \*Cross Cultural Studies, \*Early Childhood Education, Employment Trends, \*Equal Education, \*National Surveys, Occupational Surveys, \*Preschool Programs, Working Women  
 Identifiers--\*Scandinavia

This article discusses the move toward greater equality of educational opportunity in Scandinavia with particular emphasis on early childhood education. The increasing demand for preschool education in Denmark, Finland, Norway and Sweden is related to low birth rates together with increased employment of women and the general demand for equality of educational opportunity. Descriptive summaries of pre-primary education in each of the 4 countries show that preschool programs in Scandinavia are, in response to changing demographic variables, in the process of rapid development and change. The programs offered tend to emphasize a rich play experience, provision of varied non-structured material, linguistic skills, and social and emotional development. (GO)

**ED 118 865** CE 006 410  
 Tuck, Betty H.

**Improving State Administered Adult Education Services in the Trust Territory of the Pacific Islands. Final Report, Fiscal Year 1975.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Pub Date -75

Contract No. OEG-0-74-3222

Note -76p

**EDRS Price MF-0.83 HC-54.67 Plus Postage.**

Descriptors \*Adult Basic Education, \*Curriculum Development, \*English (Second Language), Foreign Countries, \*Governmental Structure, Government Role, Languages, \*Material Development, Teacher Workshops  
 Identifiers--Micronesia, \*Pacific Trust Territory

The project was an effort to investigate local leadership structures and issues related to government, and to develop out of this a curriculum for teaching English to Micronesian adults. The process involved (1) gathering data (recorded adult perceptions of government functioning) by a writer traveling throughout all of the local districts and (2) workshops for Adult Basic Education (ABE) teacher training specialists to further develop and translate the materials. Throughout the process, materials were continually exchanged with the local districts for review. An attempt was made to develop simple materials in the beginning to motivate learners to complete the second section of the course, Government Structure. Stories in the student reader are printed in nine languages. The staff felt that they successfully put together relevant teaching materials (14 publications or filmstrips including reference and Federal program lists). The bulk of the document consists of excerpts from the developed teacher's guide and student reader, illustrating the contents and the manner in which the materials could be used. Appended are workshop agendas, a map of the Trust Territory, a list of cooperating agencies, names and addresses of ABE specialists, and the participant characteristics form for adult education teacher training projects. (Author/MS)

**ED 120 094** SO 009 034

**The Educational System of the German Democratic Republic: Education around the World.**  
 Office of Education (DHEW), Washington, D.C.  
 Report No. DHEW-OE-75-19116  
 Pub Date -75

Note 21p.  
 Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (stock No. 017-080-01408-4, \$0.45)

**EDRS Price MF-0.83 HC-51.67 Plus Postage.**  
 Descriptors--Communism, \*Comparative Education, \*Educational Development, Educational Objectives, \*Educational Practice, Educational Programs, Elementary Secondary Education, \*Foreign Countries, Foreign Culture, Higher Education, School Organization, \*School Systems, Vocational Education  
 Identifiers--\*East Germany

This description of the educational system of the German Democratic Republic provides readers interested in comparative education with an overview of the system's organization, fundamental concepts, and objectives since the revision of its structure following World War II. Brief statistical information on the country and its people is followed by an introductory section on the historical developments leading to the establishment of the German Democratic Republic. After a summary of the basic aspects of its current educational system, more detailed descriptions of the various educational levels are provided, including (1) elementary and secondary education, (2) engineering institutes and technical schools, (3) higher education, and (4) teacher education. Educational influences outside the formal educational structure are also mentioned. Throughout the study educational terms in German are placed in parentheses following their English equivalents. When no precise English equivalent exists for a German educational concept, this is explained. A map and several graphs and tables serve to illustrate the text. A selected glossary of German educational terms and a selected reading list are provided at the end of the article. (MK)

**ED 121 428** PS 008 479  
 Kahn, Alfred J. Kamerman, Sheila B.

**Child-Care Programs in Nine Countries: A Report Prepared for the OECD Working Party on the Role of Women in the Economy.**

Columbia Univ., New York, N.Y. School of Social Work.

Spons Agency--Office of Child Development (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No. DHEW-OHD-76-30080

Pub Date 76

Note 87p.

**EDRS Price MF-0.83 HC-54.67 Plus Postage.**

Descriptors--\*Child Care, Child Care Workers, \*Cross Cultural Studies, Day Care Services, \*Early Childhood Education, Financial Support, \*Foreign Countries, Government Role, Intervention, Policy, Preschool Programs, \*Program Descriptions, Public Policy, Social Services, Standards, Surveys

Identifiers \*Cross National Studies of Social Service Systems

This booklet presents the results of a survey of child care programs in nine countries: Canada, France, The Federal Republic of Germany, Israel, Poland, Sweden, the United Kingdom, the United States, and Yugoslavia. Data (prepared in 1974) was assembled for each of the countries by researchers in that country. Eleven facets of child care programs were evaluated: (1) the structure of child care programs, (2) social and welfare supports for child care arrangements, (3) the size and coverage of child care programs, (4) child care program eligibility and financing, (5) goals and purposes of child care programs, (6) major program forms or models, (7) geographical distribution of facilities, (8) staffing of child care programs, (9) standards for child care programs, (10) research and evaluation, and (11) current issues in child care. Data tables are included. (BRT)

**ED 123 181**  
 Bengtsson, Jarl

**Recurrent Education. Policy and Development in OECD Countries: The Swedish View of Recurrent Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.--CERI-RE-72.01

Pub Date--7 Aug 72

Note--21p.; For related documents, see SO 009 134 and 135

**EDRS Price MF-0.83 HC-51.67 Plus Postage.**

Descriptors--\*Adult Education, Comparative Education, \*Continuous Learning, Educational Change, \*Educational Development, Educational Innovation, Educational Objectives, Educational Policy, Educational Problems, \*Educational Programs, Equal Education, Post Secondary Education, \*Program Descriptions

Identifiers--\*Sweden

This report, part of a series on the state of recurrent education in the Organization for Economic Cooperation and Development (OECD) member countries, focuses on recurrent education in Sweden. The Swedish concept of recurrent education envisages a radical change in the whole system of education. Swedish educators see it as a strategy that will change the present postcompulsory system into a system that emphasizes the alternation between work and study throughout a lifetime. After a short introduction, section 2 outlines the various models of recurrent education in Sweden. Section 3 examines the objectives of recurrent education in relation to equality, the labor market, a common set of values, and pedagogy. Section 4 details the problem areas in the course of implementing the program. It takes into account changes in the secondary school, admission policy, distribution of educational resources and outreach activities, educational finance, and the relation between formal and informal education. Section 5 concludes with remarks and observations on the present position of recurrent education in Sweden. (DE)

**ED 123 182** SO 009 134  
 Dalin, Ake

**Recurrent Education. Policy and Development in OECD Countries: Recurrent Education in Norway.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.--CERI-RE-72.03

Pub Date -17 Jul 72

Note 43p.; For related documents, see SO 009 133 and 135

**EDRS Price MF-0.83 HC-52.06 Plus Postage.**

Descriptors \*Adult Education, Comparative Education, \*Continuous Learning, \*Educational Development, Educational Finance, Educational Innovation, Educational Objectives, Educational Planning, Educational Policy, \*Educational Programs, Post Secondary Education, \*Program Descriptions

Identifiers--\*Norway

This report, part of a series on the state of recurrent education in the Organization for Economic Cooperation and Development (OECD) member countries, focuses on recurrent education in Norway. The report describes and reviews the considerable effort undertaken in Norway to design a more satisfactory relationship between education and society and to create the legal institutions to allow this relationship to develop. The Norwegian concept of recurrent education is defined as education which complements, brings up-to-date, renews, and is non-basis and/or special education, and which is normally undertaken after some time has been spent in an occupation. Section 1 contains a short introduction and then describes the basic features of the Norwegian educational system. Section 2 reviews the organization, content, and finance of recurrent

education in Norway today. Section 3 describes recurrent education in the future and focuses on program organization, content, philosophy, financial benefits, and relationship to present educational programs. Section 4 details the need for continued research, while section 5 outlines guidelines for governmental financial support of voluntary study organizations. (DE)

**ED 123 183** SO 009 135

*Rudolph, Hedwig And Others*

**Recurrent Education, Policy and Development in OECD Countries: Recurrent Education in the Federal Republic of Germany.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI-RE-72.04

Pub Date—20 Oct 72

Note—43p.; For related documents, see SO 009 133 and 134

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

Descriptors—\*Adult Education, Comparative Education, \*Continuous Learning, \*Educational Development, Educational Innovation, Educational Legislation, Educational Planning, Educational Policy, \*Educational Programs, Post Secondary Education, \*Program Descriptions

Identifiers—\*West Germany

This report, part of a series on the state of recurrent education in the Organization for Economic Cooperation and Development (OECD) member countries, focuses on recurrent education in West Germany. The West German thrust for continuing adult education has come from business, industry, and the 1969 Labor Promotion Act which publicly funds vocational training or retraining for adults wanting to enter or reenter the labor market. Section 1 examines elements of recurrent education in the present West German educational system including leave of absence for educational purposes, legal provisions, tariff agreements, administrative regulations, provisions of public funds, the Labor Promotion Act, and regional laws on adult education. Section 2 focuses on future plans for the reconstruction of the educational system to include recurrent education plans and discusses leaves of absence, public funding, reappraisal of the Labor Promotion Act, and possible bills in the provincial legislatures. Section 3 assesses the overall future of recurrent education in West Germany. (DE)

**ED 123 188** SO 009 169

*Thomas, Jean*

**World Problems in Education: A Brief Analytical Survey. Studies and Surveys in Comparative Education.**

International Bureau of Education, Geneva (Switzerland).

Pub Date—75

Note—166p.

Available from—UNIPUB, Inc., P.O. Box 433, New York, New York 10016 (\$8.00)

**Document Not Available from EDRS.**

Descriptors—Adult Education, Bibliographies, \*Comparative Education, \*Educational Innovation, \*Educational Problems, \*Educational Trends, Elementary Secondary Education, Employment, Higher Education, International Programs, Student Enrollment, Vocational Education

This publication is one in a series published by Unesco which offers to the general public and to persons concerned with education an integrated picture of a major problem or a more general study of major trends in education over a given period. This particular book contains an analytical survey of world problems in education during the 1970's. In gathering information for the work, the author examined topics proposed at international meetings dealing with problems of education, looked at national reports submitted by states participating in these conferences, and surveyed the proceedings of

small meetings convened in various regions of the world by international agencies. The publication's contents include the following: (1) education on the move; (2) secondary education, training, and employment; (3) problems and new prospects in higher education; (4) a stage in adult education; (5) the Report of the International Commission on the Development of Education; (6) priority to innovation; and (7) a crisis in international cooperation. Also included is a bibliography containing the principal sources of documentation used during the writing of the study, as well as a few publications, books, and articles of interest on the topic. (Author/RM)

**ED 123 192** SO 009 179

**The Educational System of Cuba. Education Around the World.**

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-75-19118

Pub Date—76

Note—14p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.35)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**

Descriptors—Adult Education, Bibliographies, Communism, \*Comparative Education, Educational Administration, \*Education Change, Educational Finance, \*Educational History, Elementary Secondary Education, Glossaries, Higher Education, Student Enrollment, Teacher Education

Identifiers—\*Cuba

Examining the educational system of Cuba, this publication discusses its educational history; structure; grading system; school finance; legal requirements; educational administration; elementary and secondary school programs; teacher education; university programs; administration, admission requirements and fields of study in higher education; adult education programs; some recent educational developments; and number of students and teachers by level and type of instruction during 1974-75. Also included is a glossary of Spanish educational terms with English definitions and a selected reading list. (Author/RM)

**ED 124 478** SO 009 216

**Educational System of Ecuador: Education around the World.**

Office of Education (DHEW), Washington, D.C.

Report No.—(OE)75-19121

Pub Date—76

Note—23p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (017-080-0149-1, \$4.45, minimum order of \$1.00 required)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**

Descriptors—\*Comparative Education, \*Developing Nations, \*Educational Development, \*Educational Programs, Elementary Secondary Education, Foreign Countries, Higher Education, \*Program Descriptions, Teacher Education, Vocational Education

Identifiers—\*Ecuador

Ecuador's educational system is described in six sections of this report. Section one describes the history, structure, legal basis and requirements, administration, financing, enrollments, academic calendar, language of instruction, and grading system of the Ecuadorian educational system. Section two describes the objectives, programs, and curriculum of both preschools and primary schools. Section three outlines the objectives, basic cycle, diversified cycle, and curriculum of secondary education in Ecuador. Section four summarizes the programs, entrance requirements, target skills, and sponsoring agencies for vocational education. Section five briefly describes teacher-education programs in Ecuador. Finally, section six lists the institutions offering degree programs and the degrees granted in

1974. (DE)

**ED 126 036** SP 010 232

*Azuma, Hiroshi*

**Innovation in In-Service Education and Training of Teachers—Japan.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—37p.; Paper presented at the OECD-NIE seminar on INSET (Philadelphia, Pennsylvania, June 27-July 2, 1976); For related documents, see SP 010 235-241

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

Descriptors—\*Case Studies (Education), \*Educational Innovation, Educational Research, Field Studies, Foreign Countries, \*Inservice Programs, \*Inservice Teacher Education, Intercultural Programs, National Programs, Teacher Centers, \*Teacher Education, Teacher Educators, Teachers, Teacher Supply and Demand, Universities

Identifiers—\*Japan

This report addresses the issue of inservice training of teachers in Japan. Part One is a formal overview of the policy and activities of the Minister of Education regarding inservice education and training of teachers (INSET). It discusses the concept of inservice education and training, states specific examples—the National Training Course for Educational Personnel and the Teachers' Overseas Inspection Program, discusses the ways and merits of inservice education, and talks about teacher supply and demand. Part Two presents several cases of INSET in detail to give actual accounts of their functioning. In this section, short overseas tours for study and observation are presented along with activities of educational research and training centers, a description of school-based research projects, and a description of the audiovisual educational center. (SK)

**ED 126 039** SP 010 235

*Skilbeck, Malcolm Evans, Glen*

**Innovation in In-Service Education and Training of Teachers—Australia.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—124p.; For related documents, see SP 010 232 and 010 236-241

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

Descriptors—\*Case Studies (Education), Centralization, \*Educational Innovation, Educational Policy, Foreign Countries, \*Inservice Programs, \*Inservice Teacher Education, National Programs, Resource Centers, \*Teacher Education, Teacher Educators, Teachers

Identifiers—\*Australia

This study discusses innovation in the inservice education and training of teachers (INSET) in Australia. Section 1 discusses the background of the structure of the Australian school system, the role INSET plays in the educational system, national, state, and local policy and structuring, and various other aspects of Australian education. Section II examines six case studies in detail. They include the Australian Government's Schools Commission Teacher Development Program, the Australian Science Teachers Education Project, the Victorian In-Service Education Committee, the Centre for Continuing Education of Teachers in Tasmania, the Teaching Resource Centre of the Australian Capital Territory Schools Authority, and school-based INSET. Section III draws some conclusions regarding INSET, lists the strengths and weaknesses of Aus-

tralian INSET, and speculates about the future of the program. A bibliography is included. (SK)

**ED 126 044** SP 010 240

*Marklund, Sixten Eklund, Harald*

**Innovation in In-Service Education and Training of Teachers—Sweden.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date—76

Note—106p; For related documents, see SP 010 232 and 010 235-241

**EDRS Price MF-50.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Case Studies (Education), \*Educational Innovation, \*Educational Policy, Foreign Countries, \*Inservice Programs, \*Inservice Teacher Education, National Programs, Program Coordination, Teacher Educators, Teachers  
Identifiers—\*Sweden

This study discusses innovation in the inservice education and training of teachers (INSET) in Sweden. Section I presents some information regarding background and the present situation of INSET in Sweden. Section II examines five case studies. These are: coordination of INSET and policy-oriented educational research and development; study days with locally determined content; The Study Day Project; study days with centrally determined content; the evaluation of INSET projects; and the Plan for the Training of School Management Project. Conclusions outlined in Section III recommend that INSET must not be confined to teachers. The Swedish INSET system also includes short courses for school doctors, school nurses, and other non-teaching school personnel. INSET rests on professional and political considerations: individual teachers and teacher associations have responsibility for the professional requirements; while a broader educational policy is determined by a hierarchy of political bodies. Thus the organization of INSET activities is determined by the degree of policy orientation which characterizes the development of the school system. INSET is necessary to teachers and other personnel groups active in schools in order for them to continuously improve their activities and to adjust their activities to new and changing circumstances. A reference list is included in the appendix. (SK)

of Education (AIE). It is stated that, at present, most INSET activities fall into two large families. First, there are those activities planned and carried out by Ministries of Education either regionally or locally. This family has an incredible variety of approaches to teacher education; it is almost impossible to describe and assess its programs because they occur in ten different provinces without a unifying central agency. The second family of INSET activities is those that are either university based or related. PERMAMA and AIE were chosen as representative of this family. Both programs contain several aspects that may be pointing to future directions in INSET in Canada. These aspects are offered as tentative conclusions to this examination of INSET: (1) INSET planners must shift the center of focus to the teacher-on-the-job and make every attempt to understand the problems teachers face in today's schools; (2) INSET is basically a curriculum problem where the learners are teachers; (3) teacher education seems to have been largely concerned with producing teachers as technicians in the transmission of knowledge; (4) in education, including INSET, we are still living off the 19th century—its schools, its educational laws, its systems of beliefs, attitudes and values, and its educational structures. (MM)

**ED 127 662** EA 008 574

*Tomlinson, Derrick*

**Finance for Education in Australia: Developments 1969-75. The Australian Education Review Number 5.**

Australian Council for Educational Research, Hawthorn.

Pub Date—76

Note—70p.

Available from—Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria, Australia 3122 (\$2.50)

**Document Not Available from EDRS.**

Descriptors—Educational Administration, \*Educational Finance, \*Educational Trends, Elementary Secondary Education, \*Expenditures, Federal Aid, \*Federal State Relationship, Government Role, Post Secondary Education, Regional Planning, \*Statistical Data, \*Tables (Data)  
Identifiers—\*Australia

This monograph analyzes public educational expenditures in Australia for the five-year period 1969-74. For purposes of comparison, all the tables also include data for 1964-65, the first year in which the Commonwealth government made educational payments to the individual states. Statistical data on educational expenditures were drawn from published statements of the Australian Bureau of Statistics and from unpublished statements of expenditure from state treasuries, as compiled by the Australian Bureau of Statistics. To minimize the effects of inflation, some tables show all financial data in 1964-65 dollars. The discussion is organized into three main sections. Section 1 examines recent trends in educational expenditures, focusing on total educational expenditures, distribution of expenditures, and the role of the Commonwealth. Section 2 discusses some issues in educational finance, including financial accountability and federal responsibility-sharing. Section 3 discusses possible future trends in Australian education, focusing on the role of the Commonwealth, national educational planning, and decentralized and regionalized educational administration. (Author/JG)

**ED 127 687** EA 008 602

*Popper, Samuel H.*

**Educational Administration in Israel: Impressions of a Developing Field.**

Australian Council for Educational Administration, Columbus, Ohio.

Pub Date—May 76

Note—4p; Reprint from UCEA Review; v17 n3  
May 1976

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Administrative Education, \*Educational Administration, Educational History, \*Educational Research, Graduate Study, \*Higher Education, \*Masters Degrees  
Identifiers—\*Israel

In recent years, educational administration has made good developmental progress in Israel. From a marginal standing as a professional field, with a flimsy academic base, it has now attained a capability to accommodate advanced models in research and in the preparation of school administrators. The imprint of the American influence can be seen in much of this developmental progress. The American influence is seen in the influential Israelis who have advanced degrees from American universities. The University of Haifa is particularly strong in educational administration. Only at the University of Haifa is there a clearly visible commitment to, and a substantial institutional support for, educational administration. The university offers the only masters program in educational administration in Israel and houses the Center for Educational Administration, a research center. (Author/IRT)

**ED 127 725** EA 008 644

*Pasow, A. Harry And Others*

**The National Case Study: An Empirical Comparative Study of Twenty-One Educational Systems. International Studies in Evaluation VII.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Pub Date—76

Note—379p; For a related document, see ED117125

Available from—Halsted Press, Division of John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 (\$19.75)

**Document Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Cross Cultural Studies, Educational Policy, Elementary Secondary Education, \*National Surveys, \*Sociocultural Patterns, Statistical Data, \*Tables (Data)

This report is intended (1) to identify social, economic, and political factors that account significantly for differences between national systems of education to draw up national socioeconomic and educational profiles of 20 participating countries, and (2) to relate these characteristics to cognitive learning outcomes as measured by achievement tests in science and reading comprehension. Chapter 1 presents a work chronology and a general account of the problems of data acquisition and analysis encountered during the study. Chapter 2 presents a series of data profiles on each country's educational and social system. Chapter 3 presents social and educational data organized by variable, rather than by country. Chapter 4 reviews and summarizes the major findings of the study and discusses the study's implications for future research and for national policy and planning. The study focuses on the countries of Australia, Belgium, Chile, England and Wales, West Germany, Finland, France, Hungary, India, Iran, Ireland, Israel, Italy, Japan, the Netherlands, New Zealand, Scotland, Sweden, Thailand, and the United States. (Author/JG)

**ED 127 739** EC 090 967

*Kuzin, N. P. And Others*

**Education in the U.S.S.R.**

Pub Date—72

Note—148p.

Available from—Progress Publishers, Moscow, U.S.S.R.

**Document Not Available from EDRS.**

Descriptors—\*Educational Planning, \*Educational Programs, Exceptional Child Education, \*Foreign Countries, \*General Education, \*Handicapped Children, Special Education, Teacher Education  
Identifiers—\*USSR

Provided is a collection of 10 articles presenting

**ED 126 045** SP 010 241

*Belanger, Maurice*

**Innovation in In-Service Education and Training of Teachers—Canada.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—58p; For related documents, see SP 010 232 and 010 235-240

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Case Studies (Education), Curriculum Problems, \*Educational Innovation, Elementary School Teachers, Foreign Countries, \*Inservice Teacher Education, Noncredit Courses, Secondary School Teachers, Teacher Centers, Teacher Certification, \*Teacher Education, \*Teacher Education Curriculum, Teacher Qualifications, Teacher Role, Teacher Workshops, Universities  
Identifiers—\*Canada

Innovation in inservice education and training of teachers (INSET) is examined within the context of the general pattern of teacher education in Canada and by means of two case studies of INSET programs—Perfectionnement des Maîtres en Mathématiques (PERMAMA) and the Atlantic Institute

an overview of education in the Soviet Union, including descriptions relating to the development of the Soviet educational system and some basic underlying principles. Chapters focus on the following topics: development of the Soviet educational system following the socialist revolution, preschool education, goals of the Soviet school system (including descriptions of the curriculum and teaching methods), the relationship between formal education and extra-curricular educational establishments, special education (with emphasis on special schools for handicapped children, teacher training, and job training), adult education, teacher education, higher education, vocational and technical education, educational research, and education management. (JM)

ED 128 070 PS 008 729

*Hamilton, David*

**A Case Study of a New Scottish Open Plan School.** Scottish Council for Research in Education. Pub Date—16 Feb 76

Note—204p.

**EDRS Price MF-0.83 HC-S1.37 Plus Postage.** Descriptors—\*Case Studies, Curriculum Development, \*Early Childhood Education, Educational Change, Educational Experience, Educational History, Educational Theories, Elementary School Students, Instructional Materials, Interviews, Methods, \*Open Education, \*Open Plan Schools, Play, \*Primary Education, Program Development, Program Proposals, School Design, \*Teaching Techniques

Identifiers—\*Scotland

This report, representing a 12-month case study of a new Scottish primary school, draws together educational issues concerning problems and possibilities of open-plan schooling by locating them in the day-to-day work of a particular open-plan school. During 70 days of field work, the researcher spent time observing classes, interviewing parents, children and teachers, and collecting comments on preliminary drafts of the final report. The first part of the report contains an introduction and seven essays: Becoming an Open Plan School; Open Plan Schools Past and Present; First Days at School (the experiences of one class and their teacher); The Case of the Missing Chairs (the relationship between teaching techniques and material resources); All Work and No Play? (the changing character of the primary school curriculum); Episodes of School Life (a day in the life of a pupil, teacher and class); The Logic of the Open Plan School (a theoretical integration of the architectural and educational use of the term 'open plan'). Research documents and methodological appendices comprise the second part of the report. (Author/MS)

ED 128 074 PS 008 746

*Rogers, Sinclair Wheeler, T. J.*

**A Study of the Views of Teachers of First Year Infant School Children Concerning the Effects on the Language and Socialization of Children Who Have Previously Attended Playgroups.** Pub Date—Jun 76

Note—14p; Filmed from best available copy

**EDRS Price MF-0.83 HC-S1.67 Plus Postage.** Descriptors—Aggression, Creative Development, Foreign Countries, \*Incidental Learning, Intellectual Development, Learning Motivation, \*Peer Groups, \*Preschool Children, \*Preschool Education, \*Questionnaires, Reading Skills, Social Development, Socioeconomic Status, Surveys, \*Teacher Attitudes

Identifiers—Playgroups, \*United Kingdom

This paper reports the findings of a survey to determine the effects, if any, that experience in playgroups had upon children of varying social class backgrounds in differing areas within the United Kingdom. The project aimed at answering two major questions: (1) Did teachers perceive differences in first year infant school children that they could attribute to previous attendance at playgroups, and,

(2) If the teachers did see differences, what, according to their views, was the nature of the differences? A questionnaire dealing with observable differences in children who had/had not attended playgroups was constructed. Investigated were the effects of playgroups on socialization, motivation, language development, playing, intellectual and emotional development, motor skills, communicative skills, creative skills, pre-reading skills, aggressiveness, organizational ability, discipline, and other characteristics. Factors considered in choosing the sample were location of the schools (inner cities, urban areas, country districts), nature of housing, and estimated social class of the children. Questionnaires were sent to the selected schools, and upon return 92% were followed up by personal interviews. Results are listed for each questionnaire item. A conclusion briefly discusses the relationships between the region, housing, and social class of children and the varying responses of teachers. (SB)

ED 128 078 PS 008 751

**New Primary School Syllabus.**

Ministry of Education and Culture (Trinidad and Tobago).

Pub Date—Jun 75

Note—146p.

**EDRS Price MF-0.83 HC-S7.35 Plus Postage.** Descriptors—Art Education, Creative Writing, \*Curriculum Guides, Dance, Drama, \*Elementary Education, \*Elementary School Curriculum, English, \*English (Second Language), \*Foreign Countries, Language Instruction, Mathematics Instruction, Music Education, Nutrition Instruction, Physical Education, Science Instruction, Social Studies, \*Teaching Methods

Identifiers—\*Trinidad and Tobago

This official syllabus of Trinidad and Tobago's primary schools gives detailed guidelines on the teaching objectives of each curriculum area and how these can best be realized, as well as descriptions of the subject matter. The curriculum is divided into three levels: Level I (5- to 7-year-olds), Level II (7- to 9-year-olds) and Level III (10+ to 11+ year-olds). Curriculum areas covered are language arts (reading and writing, standard English); mathematics; social studies, including moral and social education; general science; nutrition education; physical education; and creative arts (including creative writing, arts and crafts, and music and drama). Readings are suggested for each area. In addition, an outline of the linguistic structure of Trinidadian is given to make teachers of English aware of problems faced by the children learning English as a second language. (MS)

ED 128 093 PS 008 786

*Wahab, Zaher*

**Infant and Early Childhood Education and Socialization in Sweden.**

Pub Date—13 Apr 76

Note—13p; Paper presented at the Annual National Conference of the Association for Childhood Education International (Salt Lake City, Utah, April 13, 1976)

**EDRS Price MF-0.83 HC-S1.67 Plus Postage.** Descriptors—Administrative Organization, \*Child Care Centers, Community Responsibility, \*Day Care Programs, \*Early Childhood Education, Educational History, Educational Objectives, Family Day Care, Financial Support, \*Foreign Countries, \*National Programs, Parent Attitudes, Socialization, Staff Role

Identifiers—\*Sweden

This paper describes early childhood education programs in Sweden, focusing on their history and development, administration, goals and objectives, admissions policies, structure, expenditures, program of activities, facilities, staffing, daily routine, problems and criticisms. Beginning in 1902, legislation provided for the care of abused and foster children. Government involvement increased steadily, blossoming in the 1960s and '70s when labor short-

ages, increased interest in women's roles and emphasis on enrichment of the preschool environment led to the establishment of a law requiring municipalities to offer free preschool services. Day care administration presently starts at the national level with the Ministry of Health and Social Welfare. Individual child centers are run by municipalities, which, though fairly autonomous, must implement state decisions and regulations. The theoretical base of preschool education in Sweden is a combination of theories and practices from Germany, Britain, and the U.S. In addition to meeting the needs of children, centers are designed to meet parental needs. The centers also serve the society's goal of eliminating class distinctions. Many center staff members are politically radical and ideologically oriented in their work at the centers. Different forms of child care are available with the daghem, or day home, being the most common and structured. Problems in the system include high staff turnover, inadequate coordination between the centers and educational institutions, and a lack of parental involvement. Criticisms include concern over the amount of time children spend at the centers, and differing views as to the role of the centers. (SB)

ED 128 117 RC 009 380

*Broadbent, K. P.*

**China's Youth Policy.**

Report No.—Sem-15

Pub Date—Aug 76

Note—18p; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-0.83 HC-S1.67 Plus Postage.**

Descriptors—\*Agricultural Production, \*Change Agents, \*Economic Development, \*Educational Policy, History, Migration, Policy Formation, Population Growth, Revolution, \*Rural Resettlement, \*Rural Youth

Identifiers—\*China, World Congress of Rural Sociology (4th)

As a central feature of China's current domestic policy, rural resettlement is considered a vital strategy for combating revisionism, consolidating the proletarian dictatorship, restricting bourgeois rights, narrowing differences, strengthening the countryside, and promoting agricultural development. Since rural China has suffered from excessive urban migration, rusticated youth are perceived as the catalytic agents needed to transform the countryside and agriculture. Avoiding the collectivization of the 1958 Commune Movement, rural peasants migrated to the cities where excessive natural increase, the search for a production breakthrough (the Great Leap Forward), and the Sino-Soviet split were causing severe food and infrastructural problems. Consequently, in the early sixties, some 20 million people were transferred to the countryside, and in 1963, the government officially decided to stabilize China's urban population at 10 million. The result of insufficient numbers of youth in rural areas with appropriate training for rural employment, the Cultural Revolution of the sixties revolutionized education in China by emphasizing practical skills and agricultural orientations at the expense of intellectualism. Therefore, the policy of rusticating the youth constitutes the core of Chinese economic development, and its success will depend upon whether or not Chinese youth remain in the countryside. (JC)

ED 128 123 RC 009 386

*Nakielska, Zofia*

**Social Obstacles Towards Success of Pupils in Polish Primary Schools.**

Report No.—Sem-15

Pub Date—Aug 76

Note—8p; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976); Best copy available

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**  
**Descriptors—**Academic Achievement, \*Educational Development, Educational Objectives, Educational Opportunities, Humanities, Language Skills, Mathematics, \*Motivation Techniques, \*Program Evaluation, \*Rural Urban Differences, \*Rural Youth, Testing  
**Identifiers—**Competition, \*Poland, \*World Congress of Rural Sociology (4th)

In 1973, the Polish Minister of Education ordered objective competitions at the primary school level in the fields of Polish studies, Russian language, and math. In order to determine whether such subject competitions were justified and if they contributed equally to the development of interests and abilities among the rural and urban and culturally deprived and privileged students, all provincial competitions in Polish studies and math from the graduate classes of the 1976 primary schools were evaluated via inquiries collected from 5,500 participants and 80 competition organizers. Data from 30 math and 20 Polish studies competitions were analyzed. Results indicated: provinces differed in the degree of competition participation; given their proportion of the total population, rural youth were under-represented by more than two to one; among the rural students, the peasants participated the least, not competing at all in the southwest provinces; none of the 50 competitions was won by a peasant child. It was concluded that the competitions constituted a viable motivational method aimed at self-perfection which provided opportunity for self-assessment in terms of knowledge and competitiveness, particularly among the rural students, but it was suggested that the educational authorities attempt to equalize the rural/urban educational opportunities. (JC)

**ED 128 125** RC 009 388  
*Tomala, Jerzy And Others*

**The Access to Higher Schools in Poland (In the Aspect of Social Quality and Economic Development).**

**Report No.—**Sem-15  
**Pub Date—**Jan-76

**Note—**77p; Paper presented at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Academic Achievement, College Entrance Examinations, Criteria, \*Educational History, \*Educational Opportunities, Educational Quality, Equal Education, \*Higher Education, Policy Formation, \*Rural Urban Differences, \*Rural Youth, Scholarships, Socioeconomic Influences, Vocational Education  
**Identifiers—**\*Poland, \*World Congress of Rural Sociology (4th)

Analyzing the effects of higher education accessibility, the present state of difficulties re: accessibility, and the functioning of various means of accessibility compensation, this paper presents the development of Polish education in terms of the social, political, and economic systems operative during the inter-war period (1918-39) and the post-war period (1945-75). Emphasizing past and current discrepancies between rural and urban and peasant and intelligentsia educational opportunities, this paper presents both quantitative and qualitative data relative to: curricula; socioeconomic influences; parental influences; vocational orientation; social selection; entrance and qualifying exams; achievement standards; intramural discrimination; preferential criteria; equalization measures; scholarships; education quality and effectiveness; institutional proximity; educational costs; educational mobility; and comprehensive educational orientations. The current economic policy of Poland is described as one aimed at "socio-economic development", a policy emphasizing the interdependency of social

and economic development; wherein, higher education is ascribed the role of developing the general culture of the nation, the proper and harmonious domains of social life, and the satisfaction of individual aspirations, as well as technical expertise. (JC)

**ED 128 152** RC 009 466  
*Szymanski, Miralaw*

**The Development of Education in the Polish People's Republic, 1973-1975. A Report for the International Bureau of Education - UNESCO.**

**Ministry of Education, Warsaw (Poland).**  
**Spons Agency—**International Bureau of Education, Geneva (Switzerland)  
**Report No.—**Sem-15  
**Pub Date—**75

**Note—**37p; Paper distributed at Seminar 15, "Rural Youth: Human Resource or Human Burden?" of the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Adult Education, \*Change Strategies, \*Educational Development, Educational Finance, Educational History, Educational Legislation, Educational Planning, Educational Research, \*Elementary Secondary Education, Higher Education, Management, Preschool Education, \*Rural Youth, \*School Organization, Tables (Data), Teacher Education, Vocational Education

**Identifiers—**\*Poland, \*World Congress of Rural Sociology (4th)

Presenting both narrative and tabular data, this document emphasizes recent (1973-75) improvements in Poland's educational programs, policies, and legislation. Specifically, this paper addresses: (1) educational development during the 30 years of the Polish People's Republic (an historical comparison emphasizing post-war educational opportunities which have served to equalize rural-urban and class differences and promote the socioeconomic and cultural progress of the country); (2) main changes in the school organization (popularization of preschool education; universal secondary education in 10-year schools via uniform curricula; organization of vocational schools and centers of permanent education; preparation of 10-year graduates in 2-year schools with specialized sections; higher education admission via 2 years of specialized school, vocational school, outstanding skills in school olympics or national competitions, or graduation from the 10-year school plus 2 years of exemplary work or military service, and school program continuity); (3) the development of the educational system (preschool education, primary schools, secondary general schools, vocational education, special schools, adult and permanent education, social and educational assistance); (4) teacher education; (5) educational planning; (6) educational finance; (7) the modernization of educational management; (8) educational research; (9) important educational acts introduced between 1973 and 1975. (JC)

**ED 128 189** SE 020 987  
*Burt, Gordon J.*

**The Detailed Evaluation of Mathematics Courses at the Open University. Report No. 1: The Unit on "Functions" in the Mathematics Foundation Course.**

**Open Univ., Walton, Bletchley, Bucks (England).**  
**Inst. of Educational Technology.**  
**Pub Date—**Apr-76

**Note—**28p; Contains some blurred and light type

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**  
**Descriptors—**College Mathematics, \*Course Evaluation, Curriculum, \*Curriculum Evaluation, Evaluation, \*Formative Evaluation, Higher Education, Instruction, International Education,

Mathematical Concepts, \*Mathematics Education, Research, Student Reaction, Textbooks  
**Identifiers—**\*United Kingdom

As a part of the two-year process of revising the basic mathematics course at the Open University (Britain), an in-depth survey of students completing the first unit of the course was conducted. A sample of 120 students was divided into three groups of 40; group members received a questionnaire concerning concepts covered, a questionnaire about sections of the unit, or a test on the material. Approximately half of the students in each group returned the questionnaires. The concept questionnaire asked students to rate their prior familiarity, effort needed to understand, and current understanding of each concept identified in a conceptual analysis of the unit. These ratings were submitted to a multivariate analysis of variance. The sections of the unit were rated, and data analyzed similarly. Several relationships were uncovered: difficulty of concepts was predicted by amount of effort, and the time needed per section of a unit was related to level of concepts, number of diagrams, and number of lines in the text. The rating instruments and summaries of responses are included. (SD)

**ED 128 215** SE 021 304  
*Council of Europe News-Letter 2/76.*

**Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.**

**Pub Date—**76

**Note—**38p; Contains occasional light type

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Comparative Education, Conference Reports, \*Educational Change, Educational Research, Government Role, Higher Education, \*International Education, \*Newsletters

**Identifiers—**\*Council of Europe, Europe  
 This newsletter consists of two parts, the first dealing with issues related to all nation members of the Council of Europe, and the second containing reports from eleven individual countries. The first section contains reports of two conferences: the ad hoc conference of Ministers of Education (reported in French), and a conference on the development of democratic institutions in Europe. Among the English language reports from individual countries are discussions of the objectives and availability of higher education in Denmark, West Germany, and the United Kingdom. Articles related to employment and employability of school graduates, vocational training and related issues in West Germany, Ireland, Norway and Sweden are included. Reports from Denmark, Sweden, and the United Kingdom concern selection of students. Other reports deal with educational reform (Austria), student university, and teacher education (Netherlands). (SD)

**ED 128 250** SO 009 345  
*Paulston, Roland G.*

**Preconditions for System-Wide Educational Reform: Learning from the Cuban Experience.**

**Pittsburgh Univ., Pa. International and Development Education Program.**

**Pub Date—**76

**Note—**31p; Paper presented at the Conference on the Future of U.S.-Cuban Relations (Latin American Council, University of Kentucky, April 9-10, 1976). For a related document, see SO 09 368

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Change Strategies, Communism, \*Comparative Education, \*Developing Nations, \*Educational Change, \*Educational Problems, Elementary Secondary Education, \*Rural Education, Values, Work Study Programs  
**Identifiers—**\*Cuba

This paper discusses accomplishments and problems in recent Cuban attempts to move secondary education into rural areas. Some of the theoretical implications of the Cuban educational reform model for other Latin American countries are examined. Prerevolutionary Cuban education was crucially deficient in its orientation to professional training

and a near total rejection of practical, work-oriented skills required for national development. On taking power, Castro began a massive educational reform movement by instructing schools to mold the socialist "new man" dedicated to self-sacrifice and to the struggle against injustice and exploitation. The highest priority was placed on rural education and creating educational programs for urban youth which combined theoretical learning and actual work experience in agricultural work-study programs. Six years of primary schooling has been made available to almost all rural children. Two major problems in the new educational system are (1) that over half of the children in primary schools are grade repeaters and (2) that the majority of students, even though education is available to them, continue to drop out at an early age to work or to loaf. (Author/RM)

**ED 128 255** SO 009 354

*Rosen, Seymour M.*  
**Education in the U.S.S.R.: Recent Legislation and Statistics.**

Office of Education (DHEW), Washington, D.C.  
Report No.—DHEW-OE-75-1917  
Pub Date—75  
Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-75-1917, \$0.95)

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Comparative Education, \*Educational Legislation, \*Educational Needs, Educational Objectives, \*Educational Principles, Educational Problems, \*Educational Trends, Elementary Secondary Education, Higher Education, Legislation, Manpower Development, \*Statistical Data, Vocational Education  
Identifiers—\*USSR

Recent developments and emerging trends in Soviet education, as reflected in legislation and statistical reports, are reported. First, the structure of Soviet secondary and higher education is outlined. Then, a description is given of the July 1973 Fundamentals, a legislative statement of principles focusing on the Soviet ideal of the education system. Equal educational opportunity, free tuition for all education after kindergarten, and citizen right to enroll in higher education with appropriate prior education are emphasized. Comparative statistics are given for Soviet and U.S. education in terms of specific education levels, nationality groups, and women. Trends in Soviet education include the (1) growth of nursery, kindergarten, and upper-secondary school enrollments; (2) increase in the general education component in vocational schools; (3) large role of secondary schools for technical specialization; and (4) continuing focus in higher education on developing specialists to serve the needs of the national economy. Soviet educational needs include revising the curriculum, improving the teaching quality, and broadening the training of specialists. (AV)

**ED 128 256** SO 009 368

*Paulston, Roland G.*  
**Revolutionary Educational Reform Efforts in Latin America.**

Pub Date—75  
Note—6p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

Descriptors—Civic Belief, Comparative Education, \*Cubans, Cultural Disadvantage, Developing Nations, \*Educational Change, Educational Finance, Educational History, Educational Improvement, \*Educational Objectives, Educational Problems, Educational Quality, Elementary Secondary Education, Foreign Countries, Government Role, \*Latin American Culture, Nationalism, \*Political Socialization, Public Education, \*Social Change, Social Disadvantage  
The author briefly examines how educational reform attempts in Cuba since 1959 have taken place and how they have been related to social, economic,

and political change efforts in the society at large. The Cuban educational system makes a significant contrast against the failure which characterizes the other Latin American educational systems. Cuban efforts have made important strides toward creating a new socialist man upon whose deeds and accomplishments Castro's Marxist society can rest. On taking power, Castro instructed all Cubans on how inequities and inefficiencies in the educational system reflected the consequences of economic and cultural domination. Education has been selected to serve as the instrument of individual and social change. Both the formal school system and the out-of-school educational sector have been vastly expanded and reoriented. In the formal school system, elimination of private schools after 1961, increased budgetary inputs, community pressure, and vigorous enforcement of extended attendance requirements have all contributed to skyrocketing public school enrollment figures. Revolutionary Cuba has, for the first time in Latin America, created a social context where aspirations of educational reform have been brought into harmony with work opportunities and national development goals. It remains to be seen whether other Latin American countries will be able to draw from this experience. (Author/DB)

**ED 128 260** SO 009 374

*Seifman, Eli*  
**Contemporary Education in China: A Course Design. Occasional Paper Series No. 76-2.**

State Univ. of New York, Stony Brook. American Historical Association Faculty Development Program.

Pub Date—76  
Note—16p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

Descriptors—Asian Studies, Bibliographies, \*Chinese Culture, Course Content, \*Course Descriptions, Course Objectives, Education, \*Educational Policy, \*Educational Practice, Foreign Culture, Higher Education, History, \*Politics  
Identifiers—\*China, Taiwan

A newly developed course on education in contemporary China is described. Objectives, curriculum materials, teaching strategies, learning activities, and evaluation are briefly outlined. The three-credit, college-level course explores educational policy and practice in the People's Republic of China since 1949, with emphasis on the interrelationship between political ideology and the educational system. The course outline provides an idea of the historical periods and educational topics to be covered and describes the course components, consisting of lectures, readings, research papers, student seminars, and a glossary project. Directions are given for preparation of the research papers, seminar presentations, and the glossary project. Two bibliographies are provided. One lists periodicals available in English or Chinese from Taiwan and the People's Republic of China, as well as monitored broadcasts, journals, and special bibliographic sources. The other is a list of books published since 1965 on topics, such as periods in Chinese history, medicine, women and childcare, education of minorities, and other aspects of education. (AV)

**ED 128 286** SO 009 416

*Brickman, William W.*  
**The Educational System of the Netherlands. Education Around the World.**

Office of Education (DHEW), Washington, D.C.  
Report No.—DHEW-OE-76-19122  
Pub Date—75

Note—16p.  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (order stock no. 017-080-01510-2, \$0.35 paper, minimum charge \$1.00 per order)

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

Descriptors—Comparative Education, Continuous Learning, \*Curriculum, Educational Administration, Educational Finance, Educational History, \*Educational Programs, \*Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Primary Education, \*Teacher Education, \*Vocational Education  
Identifiers—\*Netherlands

The Dutch educational system is described, with preliminary comment on history, financing, and administration. A noncompulsory preprimary level is followed by a compulsory 6-year primary level, in which both public and private schools teach a standard curriculum of basic skills, arts, and physical training. A bill introduced in 1970, but not yet adopted, proposes more emphasis on emotional and social development and determination of curriculum by a new method. The secondary level consists of general/academic and vocational programs, and it follows a policy of flexibility whereby students can change from one kind of program to another in response to the changing educational and social situation. Programs last from 2 years (lower general secondary) to 6 years (pre-university). Vocational education, which includes teacher education, spans the secondary and higher education levels. Trends in the universities and institutions of specialized fields include the integration of higher technical and vocational education with university education and provisions for lifelong educational programs. (AV)

**ED 128 353** TM 005 285

**A Study on the Aptitude Structures of Freshmen in Seoul National University.**

Korean Inst. for Research in the Behavioral Sciences, Seoul.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Ministry of Science and Technology, Seoul (South Korea).

Pub Date—70  
Note—39p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Aptitude, \*Aptitude Tests, Career Choice, \*College Freshmen, College Placement, College Students, \*Educational Counseling, Higher Education, Intelligence Tests, \*Occupational Guidance, Statistical Analysis, Test Reliability, Test Validity  
Identifiers—\*Differential Aptitude Test, \*South Korea (Seoul)

According to a survey report of the Student Guidance Center at the Seoul National University, approximately thirty percent of the freshmen expressed the desire to be transferred to other departments. It was further reported that more than forty percent of them list the unsuitability of their academic departments to their interests and aptitudes as the reason for their desire to transfer. The present investigation of the structure of aptitudes should provide basic information necessary for effective educational and vocational guidance for the students and for policy making on the part of the university administration. This research purports to develop principles and strategies for the selection, placement, and guidance of freshmen. Specifically, the major purposes are, first, to examine the validity of aptitude tests for the selection of freshmen and second, to identify the relationships between the aptitude structures and the placement of freshmen. In addition, the study has the corollary purpose of determining the effectiveness of the Differential Aptitude Test. (Author/BW)

D 128 424

TM 005 609

ddleton, M. A.  
**Evaluation of the Work Experience Education Program in Five Vancouver Secondary Schools.** Research Report 75-19.

Vancouver Board of School Trustees (British Columbia). Education Services Group.

1b Date—Oct 75  
 1c—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—Curriculum Evaluation, Employer Attitudes, Factor Analysis, Parent Attitudes, Program Evaluation, Secondary Education, Student Attitudes, Student Opinion, Student Placement, Surveys, Teacher Attitudes, Vocational Adjustment, Vocational Maturity, Work Experience Programs  
 Identifiers—British Columbia (Vancouver)

Since the spring semester of 1974, the Work Experience Program has been operating in a number of secondary schools in Vancouver, British Columbia. This report is a survey of opinions from students, employers, parents and teachers regarding various aspects of the Work Experience Program. The purpose of the program is not to create job skills as such as it is to help students become self-directed, confident, and mature adults. The majority of survey respondents favored the program, and the objectives of the program were met. Weakness in the program is seen in some of the placements of students, and some students wished to be provided with more information regarding their placements and the program. Some employers designed placements longer than half days, and some teachers mentioned that there was too much lost class time. (author/BW)

D 128 557

CE 007 521

Chardson, E. Cluyman, L.  
**Occupational Awareness in Students: Are the Schools Doing Enough?** C.A.T. Education Monograph, No. 14.

Macquarie Univ., North Ryde (Australia). Centre for Advancement of Teaching.

1b Date—Dec 75  
 1c—24p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Apprenticeships, Career Awareness, Career Education, Dropout Research, Dropouts, Research, Research, Foreign Countries, Occupational Choice, Occupational Guidance, School Attitudes, School Role, Secondary Education, Student Attitudes, Student Characteristics, Student Motivation  
 Identifiers—Australia

A study to determine the degree of vocational awareness of Australian students leaving school and entering the world of work was carried out using a different questionnaire. A sample of four former in our university schools was used (281 boys and 162 girls): (1) 53.0% of the sample co-educational school, largely executive-type suburb outside Wollongong; (2) 21.9% of the sample co-educational school, in a good socio-economic area of Sydney; (3) 12.4% of the sample boys' school in largely executive-type suburb of Sydney; and (4) 12.6% of the sample boys' school in a working class area of Sydney. Results are presented in percentages for the total sample, followed by note of major deviations from the total group. Where subgroups existed percentages of those who answered the question or section are reported. The results include age, country of birth, family composition, fathers' occupations, subject studied, subject levels, attitude toward school, subject preferences and perceived level of difficulty, decision regarding further schooling, reasons for leaving school after fourth form, types of career choices, awareness of institutions of higher education and entry requirements, information on apprenticeship (awareness of its nature, attitudes toward it), and how the subjects perceived school guidance services. Conclusions and a bibliography are included. (WL)

ED 128 664

CG 000 333

Johnson, Ralph H.  
**A Report on My Experiences and Impressions as a UNESCO Consultant in Educational Guidance in Finland.**

Pub Date—Apr 65  
 Note—43p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—Consultants, Counselor Training, Educational Counseling, Foreign Countries, Guidance Programs, Guidance Services, Health Services, Occupational Guidance, Program Evaluation, School Improvement, Seminars  
 Identifiers—Finland

The purpose of this visit was to observe, analyze, and make recommendations concerning educational guidance programs in Finland. A general description of the Finnish educational system is given. The greatest amount of guidance activity by qualified guidance workers is external to the school system and administered by a different national ministry. Guidance activities within the school are provided by health services, homeroom teachers, and liaison teachers. Activities related to vocational guidance and maintenance of cumulative records are not described. Educational guidance is an area that needs greater attention at all levels of teacher education. A proposal constructed by the Finnish school program committee to provide a more comprehensive educational system in Finland and summaries of introductory talks and group discussions, which were part of a Finnish seminar in educational guidance, are provided. A general summary, conclusions, and recommendations based on the tour and seminar are presented. (PS)

ED 128 825

CS 202 941

Peterson, Ake Lindell, Ebbe  
**Writing Practice in Upper Secondary School (STIG).**

National Swedish Board of Education, Stockholm.  
 Pub Date—Jun 76

Note—16p; School Research Newsletter, 1976:1  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Composition (Literary), Composition Skills (Literary), Instruction, Secondary Education, Sentence Structure, Teaching Methods, Transformation Generative Grammar  
 Identifiers—Sentence Combining, Sweden

This progress report describes a Swedish project which is seeking to develop and test materials for writing practice. Experimental materials focus on the sentence, giving students practice in the formation of more advanced constructions. Emphasis in the control program is on a variety of types of written composition (e.g., narratives, descriptions, summaries, arguments). Seven teachers in six upper secondary schools teach the experimental program in one class each and the control program in one class each. A placebo group of five classes whose teachers are not otherwise involved in the project is also included. Assessment is to be based on writing samples gathered before and after the teaching phase of the experiment. (AA)

ED 128 941

EA 008 714

Alexander, Leigh Simmons, John  
**The Determinants of School Achievement in Developing Countries: The Educational Production Function.** International Bank for Reconstruction and Development Staff Working Paper No. 201.

World Bank, Washington, D. C.  
 Pub Date—Mar 75  
 Note—72p; For a related document, see ED106173

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—Academic Achievement, Cognitive Development, Comparative Analysis, Comparative Education, Developing Nations, Educational Policy, Educational Quality, Educational Research, Elementary Secondary Education, Family Influence, Measurement Techniques, Policy Formation, Predictor Variables, Research

Criteria, Research Methodology, Research Reviews (Publications), Resource Allocations, Social Indicators

Identifiers—Educational Production Function, EPF

A number of studies are reviewed in an attempt to identify those schooling inputs that affect schooling outcomes, specifically cognitive achievement of students, in developing countries. Part 1 of the paper outlines the nature of the major tool of analysis, the educational production function (EPF), and the problems associated with its use as a policy tool. Part 2 examines how it can be used despite these problems and summarizes the findings of many studies on the U.S. educational system as a basis for comparison of findings from studies of poor countries. Part 3 critically examines nine studies completed for developing countries, and the conclusion synthesizes their findings. Two other studies using different statistical techniques are examined in the appendix. Issues identified in all studies as having a positive impact on performance are employing highly motivated teachers, providing a minimum number of textbooks and access to general reading materials to all students, and promoting the use of homework as a teaching method. (Author/MLF)

ED 129 124

HE 007 616

Cowley, W. H.  
**Academic Government in Britain and the United States.**

Pub Date—10 Apr 67  
 Note—15p; Paper presented at a conference at the University of Lancaster (Lancaster, England, April 6-10, 1967)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Educational Administration, Educational Development, Educational History, Educational Responsibility, Foreign Countries, Governance, Higher Education, Institutional Administration, Policy Formation

Identifiers—Great Britain  
 The nature, causes, and values of the methods of governing higher educational institutions in Great Britain and the United States are discussed. Types of governing bodies are considered in terms of hierarchical rank and membership, along with the external institutions, groups, and individuals influencing the decisions made by academic governors. Historical traditions and precedents in each country are reviewed and related to current practices in educational administration. The complexities of the American system are described. It is emphasized that those who influence, no less than those who control, higher educational institutions must be reckoned with as participants in their management. (LBH)

**ED 129 194** HE 008 283

Zeiler, H. Ed.  
**New Forms of Higher Education in Europe.**

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania).

Pub Date—76  
 Note—173p; Some papers in French and Russian; Not available in hard copy due to marginal reproducibility of original  
 Available from—European Center for Higher Education, Stirbeyroda 39, Bucharest, Roumania.  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Bibliographies, Career Education, College Students, Foreign Countries, Higher Education, Program Development, Specialists, Statistical Data, Student Mobility, Telecommunication  
 Identifiers—Europe

A symposium on new forms of higher education was organized at the European Center for Higher Education January 13-15, 1976. Participants were from thirteen countries. Included are: (1) a summary of discussions and working documents presented in English, French, and Russian; (2) texts of

the contributions of participants presented in either English or French; and (3) a bibliography on the main topics. Related topics discussed are the new student population, period of study, teachers as specialists, vocational guidance, various new structures, tele-education, relationship with conventional institutions, and impact on social mobility. New forms of education in Sweden, Yugoslavia, the Federal Republic of Germany, the United Kingdom, Spain, Czechoslovakia, the Netherlands, Rourmania, the German Democratic Republic, the USSR, Poland, and Italy are discussed. (Author/KE)

ED 129 639 SO 009 291

**Educational Policy and Planning: Austria.**

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date—Jul 68

Note—427p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, D.C. 20086 (\$6.00)

EDRS Price MF-S0.83 HC-S2.43 Plus Postage.

Descriptors—\*Comparative Education, Developed Nations, Economic Development, Educational Planning, \*Educational Needs, \*Educational Planning, \*Educational Policy, Educational Resources, Educational Trends, Elementary Secondary Education, Enrollment Projections, Higher Education, Manpower Needs, Program Evaluation, \*Public School Systems, Teacher Education

Identifiers—\*Austria

The report of general educational policy and planning in Austria was undertaken by the Austrian Ministry of Education. It was prepared for the Educational Investment and Planning Programme of the Organisation for Economic Cooperation and Development (OECD) Committee for Scientific and Technical Personnel. The document is a technical report, based on data about the dynamics of the internal operation of the educational system and the relationship of the educational system to the national economy, which views the Austrian educational system in its total social and economic context. The report contains discussion by chapter of (1) the Austrian school; (2) projected flows through the Austrian educational system, 1965-1975; (3) projections up to 1980 about skilled manpower requirements in a changing economy; (4) the social demand for education, 1965-1975; (5) the resources needed to accommodate the projected expansion in enrollments; and (6) major policy indicators for Austrian education. Appendices containing many tables, graphs, charts, and diagrams conclude the document. (Author/ND)

ED 129 640 SO 009 292

**Reviews of National Policies for Education: Ireland.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—69

Note—129p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, D.C. 20086 (\$4.20)

EDRS Price MF-S0.83 HC-S7.35 Plus Postage.

Descriptors—Adult Education, \*Comparative Education, Developed Nations, \*Economic Development, Educational Change, \*Educational Finance, Educational Needs, \*Educational Planning, \*Educational Policy, Educational Trends, Elementary Secondary Education, Higher Education, Manpower Needs, Program Evaluation, Public School Systems

Identifiers—\*Ireland

A survey of Irish education and economic development was carried out during 1962-1965. The survey was conducted within the framework of the Educational Investment and Planning Programme

of the Organisation for Economic Cooperation and Development (OECD) for presentation at a confrontation meeting in October 1966 with OECD's Committee for Scientific and Technical Personnel. Part one of the document consists of the Examiner's Report of Irish education. It contains examinations of the general framework of educational planning in Ireland; the educational system and enrollment trends; the evolution of the educational system in the context of economic and social development, including problems and strategies for change; and an overall strategy of educational development. Specific issues chosen for review at the meeting were the planning mechanism for education, manpower planning and targets, social participation, primary education, secondary education, higher education, and adult education. Discussions of the issues are contained in the record of the Confrontation Meeting, which is part two of the document. A summary and comments on "Investment in Education," some issues and problems emerging from the survey, and policy statements by Irish ministers of education are included as appendices. (ND)

ED 129 656 SO 009 418

**Katarkat, Joseph A.**

**A Comparative Analysis of Two Contemporary Educational Documents: Parent Commission Report (Quebec) and Kothari Commission Report (India).**

Pub Date—76

Note—39p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Quebec City, Quebec, May 23-June 5, 1976)

EDRS Price MF-S0.83 HC-S2.06 Plus Postage.

Descriptors—Asian Studies, \*Comparative Analysis, \*Comparative Education, Cross Cultural Studies, Cultural Factors, \*Educational Development, Educational History, Educational Legislation, Educational Objectives, Educational Planning, \*Educational Policy, Elementary Secondary Education, \*Foreign Countries, Program Descriptions, Program Evaluation, Public Education, Relevance (Education), Success Factors

Two contemporary education documents are compared and a discussion of recommendation implementation is presented. The first document, the Report of the Royal Commission of Inquiry on Education in the Province of Quebec, 1963-1966 (the Parent Commission Report) presents an overview of the educational system in Quebec. The second document, the Report of Education Commission 1964-66, Ministry of Education, Government of India (The Kothari Commission Report) stresses the cultural, economic, and political forces which influence education in India. Dissimilarities between the Province of Quebec and the Republic of India are enumerated and common political and historical factors of the two areas are compared. Each document is divided into three parts and deals with pedagogical structure, educational legislation, specific educational achievements, stages and sectors of education, educational reconstruction, and the degree and type of changes which have ensued since publication of the reports. The author concludes that the Parent Commission Report was well received generally but that many of the expectations raised by the report remain unfulfilled. He reports also that, although the Kothari Report was widely discussed upon publication, implementation of its recommendations has been extremely slow due to financial problems and political inertia. References are included. (Author/DB)

ED 129 665 SO 009 437

**Minssen, Friedrich**

**Political Education in the Schools of the Federal Republic of Germany. German Studies Notes.**

Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover

(West Germany).

Pub Date—76

Note—33p.; Paper presented at a Conference on Political Education in the Federal Republic of Germany and the United States (Indiana University, Bloomington, September 15-19, 1975); Translated by M. Borrell

Available from—Institute of German Studies, Ballantine Hall 665, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-S0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—\*Comparative Education, Curriculum, Educational Assessment, \*Educational Change, \*Educational History, Educational Needs, Elementary Secondary Education, Foreign Countries, Political Science, Political Socialization, \*Social Sciences, \*Social Studies, Teacher Education, Teacher Role

Identifiers—\*West Germany

This paper examines West Germany's educational system by discussing the status of K-12 political and social studies education. It was not until the late 1960s that social studies education was introduced as a subject on a wide scale into West Germany's school curriculum. The reason for its introduction and development was the desire to supplement the traditional German conception of a democratic state with elements of American democracy as a way of life. Empirical studies dealing with the results of political education from the 1960s indicate that attitudes regarding more democracy, less prejudice, and a greater readiness to criticize and participate in the political process have not changed much. This is due to several factors: the lack of a central institution which would determine objectives of social studies education and deal with pedagogical and methodological problems; the lack of special training of many teachers in social studies; and the tendency of many tenured teachers to rely mainly on poorly written textbooks and not to utilize audiovisuals and other supplementary materials. Two reactions to the paper are also included. (Author/RM)

ED 129 669 SO 009 441

**Rebel, Karlheinz**

**Social Studies: A Multi-media Study Project in the Educational Section of West Germany's Southwest Broadcasting Company. German Studies Notes.**

Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date—76

Note—26p.; Paper presented at a Conference on Political Education in the Federal Republic of Germany and the United States (Indiana University, Bloomington, September 15-19, 1975); Translated by M. Winck

Available from—Institute of German Studies, Ballantine Hall 665, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-S0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—\*Comparative Education, Educational Objectives, Educational Programs, \*Educational Television, Elementary Secondary Education, European History, Foreign Countries, Futures (of Society), Instructional Innovation, Interdisciplinary Approach, Learning Activities, \*Multimedia Instruction, Peace, Political Attitudes, Political Influences, \*Political Socialization, \*Social Studies, Teaching Methods

Identifiers—\*West Germany

This study of multimedia political education in West Germany deals specifically with a South-West German Broadcasting Company's educational television project in the social studies. The dual purpose of the study was to assess the rationale behind the TV series and to present an overview of the



structure and function of units which have been presented since the program's inception in 1968. As a background, the author describes the didactic structure of the project, the teacher's and student's manuals, the personal teaching medium, the developmental planning of the project, the characteristic features of the social studies project in general, and the specific objectives of the political education unit. The author identifies three conceptual categories which were of major concern to the curriculum developers: first, existential concepts; second, political dialectic concepts; and third, value concepts. The 25 units produced in 1974-75 are divided into categories of roles and group behavior, membership in social groups, membership in political groups, socioeconomic behavior, and political behavior of groups. References are included. (Author/DB)

**ED 129 671** SO 009 444

**Reviews of National Policies for Education. Netherlands: Contours of a Future Education System.** Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—76

Note—95p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$5.00)

**EDRS Price MF-08.3 HC-\$4.67 Plus Postage.**

**Descriptors—**Comparative Analysis, \*Comparative Education, Data Analysis, Educational Assessment, Educational Objectives, Educational Philosophy, \*Educational Planning, \*Educational Policy, Elementary Secondary Education, Foreign Countries, \*Futures (of Society), Government Role, Higher Education, Program Descriptions, Program Development, Tables (Data), Trend Analysis  
**Identifiers—**\*Netherlands

Guidelines for the development of the Dutch educational system from 1975 to 1995 are presented in this booklet. Part of a series of reviews of member countries' educational planning and policy, this document is presented in three parts. Part I, Background Report, is the official English summary of the original report titled "Contours of a Future Education System" and known as the *Contours Memorandum*. It emphasizes educational objectives, the social implications of education, the teacher's role, costs, and efficiency, and describes ideal future schools from the elementary level through higher education. Part II, *Examiners' Report and Questions*, presents the report of the Organization for Economic Cooperation and Development (OECD) examiners who visited the Netherlands in 1976. This section includes criticisms and comments on all phases of the original report and specific questions on statements made in the report. Part III, *The Confrontation Meeting*, gives an account of the discussion which took place at the May 1976 meeting of the OECD Education Committee between the examiners and the Dutch delegation. A list of the examiners and the Dutch delegation members is included in the report. (Author/DB)

**ED 129 672** SO 009 445

*Downey, L. W. And Others*

**The Social Studies in Alberta—1975: A Report of an Assessment.**

Spons Agency—Alberta Dept. of Education, Edmonton.

Pub Date—Dec 75

Note—337p.; For a related document, see SO 009 446

**EDRS Price MF-08.3 HC-\$18.07 Plus Postage.**

**Descriptors—**Classroom Observation Techniques, Classroom Research, Comparative Education, \*Curriculum Evaluation, \*Educational Assessment, Educational Improvement, Educational Needs, Elementary Secondary Education, Foreign Countries, Formative Evaluation, Program

Descriptions, Program Development, Public Schools, Question Answer Interviews, \*Social Studies, Social Studies Units, State Departments of Education, \*Summative Evaluation, Surveys  
**Identifiers—**\*Alberta

Design implementation and classroom instruction of the Alberta, Canada, social studies curriculum master plan are assessed in this report. The objective of the study was to synthesize findings of investigative activities into a set of general conclusions from which recommendations could be developed. It was concluded that internal inconsistencies of the plan plus a lack of teacher awareness of its subtle intents have rendered it less useful than it ought to be. The following reasons are given for this weak translation of the Master Plan into programs: lack of time for program development, lack of resources, insufficient consultative services, and teacher incompetence in program development. To counteract these difficulties, nine recommendations are offered, including creating an ad hoc task force to reassess and revise the master plan, revision of the documents of the master plan by the Department of Education, and encouragement of teachers to achieve a broader social studies repertoire and a better balance of the social studies plan is commendable and highly acceptable in its major orientations and should be continued, with certain refinements. Five appendices discuss the background of the study; critique the master plan; provide the survey of teachers, students, and parents; assess the instructional programs; and present observations of site visits. Tables, charts, and questionnaires are included in the document. (Author/DB)

**ED 129 673** SO 009 446

*Downey, L. W. And Others*

**The Social Studies in Alberta—1975: A Summary of a Report of an Assessment.**

Spons Agency—Alberta Dept. of Education, Edmonton.

Pub Date—Dec 75

Note—38p.; For a related document, see SO 009 445

**EDRS Price MF-08.3 HC-\$2.06 Plus Postage.**

**Descriptors—**Classroom Observation Techniques, Classroom Research, Comparative Education, \*Curriculum Evaluation, \*Educational Assessment, Educational Improvement, Educational Needs, Elementary Secondary Education, Follow-up Studies, Foreign Countries, Formative Evaluation, Program Descriptions, Program Development, Public Schools, Question Answer Interviews, \*Social Studies, Social Studies Units, State Departments of Education, \*Summative Evaluation, Surveys  
**Identifiers—**\*Alberta

This summary report assesses the design implementation and classroom instruction of the Alberta, Canada, social studies curriculum. The purpose of the study was to present a synthesis of findings from five investigative activities undertaken by a research association in Alberta: (1) review of the background of the program, (2) critiques of the master plan, (3) questionnaire survey of teachers, students, and parents, (4) analysis of locally developed programs, and (5) series of interviews, observations, and site visits. The study is presented in four chapters. Chapter I, *The Questions*, asks how appropriate and effective are the original master plan, the programs which have been developed at the local level, and the typical classroom situation. Chapter II, *Summary of Conclusions and Supporting Evidence*, broadly generalizes conclusions for the master plan, program development, and the classroom situation. Chapter III, *Summary Judgments*, presents a profile of attainment of educational objectives in the three sectors of the curriculum, and Chapter IV, *Recommendations*, suggests nine specific steps which might improve the project. It is concluded that the social

studies program is consistent with emerging objectives of education but is not being effectively implemented. (Author/DB)

**ED 129 749** SP 010 462

**Olympic Promotion in School-Canada-JOG.** Canadian Association for Health, Physical Education, and Recreation, Ottawa (Ontario).

Pub Date—75

Note—156p.; in English and French

Available from—CAHPER, 333 Chemin River Road, Vanier City, Ottawa, Canada K1L 8B9 (No price quoted)

**Document Not Available from EDRS.**

**Descriptors—**Communication Skills, \*Educational Games, \*Elementary Secondary Education, Fine Arts, Foreign Countries, \*Physical Education, Practical Arts, Puzzles, Sciences, Social Studies, \*Tests

**Identifiers—**Canada, Olympics

This book was prepared for elementary and secondary school students and teachers to promote the 1976 Olympics in Canada through the educational media. It is written in both French and English. Five subject categories are covered: Communications, Sciences, Social Sciences, Arts, and Physical Education. These subjects are addressed to students in four grade levels: Elementary I, grades 1, 2, 3; Elementary II, grades 4, 5, 6; Secondary I, grades 7, 8, 9; and Secondary II, grades 10, 11, 12. The presentation of this material is in the form of games, puzzles, and exercises ranging in difficulty from simple coloring pictures for the first grade to complex mathematical problems for high school students. (JD)

**ED 129 758** SP 010 473

*Olafson, Gordon A. Moriarty, Dick*

**Change in Your Minor Sport Organization: How To Do It!**

Windsor Univ. (Ontario). Faculty of Physical and Health Education.

Pub Date—76

Note—15p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-08.3 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Athletic Programs, \*Athletics, Critical Path Method, Foreign Countries, Goal Orientation, \*Objectives, \*Organizational Change, \*Organizational Development, \*Organizations (Groups), Questionnaires

**Identifiers—**\*Amateur Sports, Canada, \*Sports Institute for Research

The Sports Institute for Research through Change Agent Research (SIR/CAR) assists organizations to identify: (1) ultimate goals; (2) the conflicts or obstacles that prevent an organization from reaching its goals; (3) the important tasks of the organization; (4) the individuals and groups that make the organization unique; (5) the influence of the press, radio, and television on the performance of the organization; and (6) the possibility of developing management techniques for short term, intermediate, and long term change; in short, how to restructure the total organization. Organizational change according to the SIR/CAR model results from three phases. Phase I involves viewing audiovisual material, interviewing participants of the organization, and distributing written opinionnaires to organization members. Phase II is a series of group discussions resulting in recommendations for organizational improvement. Phase III organizational re-analysis repeats the activities in Phase I. Those phases encourage the determination of organizational objectives, examination of these objectives, and action to change or continue in accordance with the objectives. (Sample opinionnaires comprise the appendices.) (MM)

ED 129 759 SP 010 474

Gilmette, Ann Marie. *Morality, Dick*  
**Crisis in Amateur Sports Organizations Viewed by**  
**Change Agent Research (CAR).**

Pub Date—12 Jul 76

Note—10p; Paper presented at the International Congress of Physical Activity Sciences 1976, Inc. (Quebec City, Quebec, Canada, July 12, 1976); Some tables may not reproduce clearly

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*Athletic Programs, Athletics, \*Field Hockey, Foreign Countries, Goal Orientation, \*Organizational Change, \*Organizational Development, \*Organizations (Groups), Research Methodology

Identifiers—Canada, \*Sports Institute for Research  
 The Sports Institute for Research Through Change Agent Research (SIR/CAR) provides a service whereby organizations through an audit and feedback system prognosticate and identify problems in order to avoid situations discordant with their organizational goals and objectives. This document reports the organizational crisis that faced the Windsor Minor Hockey Association, Ontario, Canada, and the assistance it received from SIR/CAR. The hockey association seemed to be at cross purposes to its avowed goals. The organization was structured as a professional organization although its goals of participation and enjoyment were consistent with those of an amateur sports organization. SIR/CAR guided the hockey association into a looser structure with a decreased emphasis on winning and increased emphasis on participation. Guidelines were established that reflected the enjoyment and gratification needs of an amateur sports organization. The implications of this restructuring are that if an organization aspires to maintain the avowed goals of an amateur sports organization, it must structurally remain within the prescribed guidelines and regulations for an amateur sports group; otherwise conflict and eventually crisis will appear. (MM)

ED 129 760 SP 010 475

Morality, Dick Jones, Patti  
**Change Agent Research: Phase I—Organizational**  
**Audit and Communication Feedback Applied to**  
**Windsor Minor Lacrosse.**

Pub Date—76

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—\*Athletic Programs, Athletics, \*Goal Orientation, Organizational Change, \*Organizational Development, Organizations (Groups), \*Questionnaires, Research Methodology, \*Research Projects, Systems Analysis  
 Identifiers—\*Amateur Sports, Canada, \*Lacrosse, Sports Institute for Research

This study reports the results of a pilot Change Agent Research (CAR) project initiated in the summer of 1975 by the Sports Institute for Research (SIR) for the Windsor Minor Lacrosse Association. The purpose of the project was to audit the association to diagnose the nature of its organizational problems and assist in initiating change in order to reduce the gap between stated goals and actual behavior. The researchers utilized the SAW method for diagnosis. SAW consists of [S]eeing by audiovisual and personal observation monitoring; [A]sking by semi-directed, focused interviews; and [W]ritten opinionnaires. Results indicated problems within the organization stemming from ambiguity of goals and outside pressures. Data collected from players indicated problems stemming from differences in age and low morale due to the sports. The interviews and questionnaires depicted an amateur sports direction for the organization; however, monitoring by media and personal observation indicated the organization was heading in a professional athletics direction. Overall, the results revealed that the players want to operate as an amateur sports association and revisions must be made in the structure of the association to accommodate

the players' needs and desire for amateur status. Appendices include sample SAW opinionnaires. (MM)

ED 129 761 SP 010 476

Morality, Dick  
**Accumulation and Application of Knowledge**  
**Through Sports Institute for Research/Change**  
**Agent Research (SIR/CAR) System.**

Windsor Univ. (Ontario). Faculty of Physical and Health Education.  
 Pub Date—4 Jun 76

Note—72p; Paper presented at the National Association for Physical Education of College Women Conference (Pacific Grove, California, June 4, 1976)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—\*Athletics, Foreign Countries, \*Institutional Research, Organizational Change, \*Organizational Development, \*Questionnaires, Research Design, \*Research Methodology, \*Research Projects, \*Systems Analysis

Identifiers—Canada, \*Sports Institute for Research  
 The Sports Institute for Research Through Change Agent Research (SIR/CAR) is an interdisciplinary, public professional, study/action group, which brings together theoreticians and practitioners to investigate topics of vital interest to sport or athletic organizations functioning at the community, provincial/state, national, or international level. SIR/CAR, with associates throughout Canada and the United States, is equipped to bring consulting services to assist in organizational analysis, development, study/research and to sports organizations requiring professional services to develop change agents and bring about change by reducing the gap between avowed and actual organizational goals. SIR brings together theoreticians and practitioners capable of contributing to (1) community sports-related consulting service, (2) discovery of new sports-related knowledge, and (3) dissemination of that knowledge. CAR is a systems analysis technique bringing together practitioners and theoreticians in a three-phase process for organizational analysis, organizational development, and organizational research. CAR studies are conducted on the IDEA system: IDEA—Identification, Delineation, Evaluation, and Action. In sum, SIR provides a structure. CAR provides a systems analysis model, and IDEA provides a study/research methodology. (MM)

ED 129 769 SP 010 484

Morality, Dick  
**The Organizational History of the Canadian Inter-**  
**collegiate Athletic Union: SIR/CAR Model and**  
**Method for Analyzing Conflict and Change.**

Windsor Univ. (Ontario). Faculty of Physical and Health Education.

Pub Date—Jul 76

Note—7p; Paper presented at the International Congress of Physical Activity Sciences 1976, Inc. (Quebec City, Quebec, July 12, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*Athletic Programs, Change Agents, \*Conflict, Conflict Resolution, Foreign Countries, \*Organizational Change, \*Organizational Development, Organizational Effectiveness, \*Organizational Theories, \*Physical Education, Problem Solving

Identifiers—Canada, \*Canadian Intercollegiate Athletic Union, CIAU, Sports Institute for Research

The Sports Institute for Research/Change Agent Research (SIR/CAR) has used this model and method for research in organizational history to analyze the growth and development of the Canadian Intercollegiate Athletic Union (CIAU) from its inception in 1906 through its breakup in 1955 and its reestablishment in 1961. Four stages of growth are identified: primitive, primary, stable, and elaborate. Both the historical and modern organizations of the CIAU are analyzed using these stages to show the

development and decline of the organization. This pattern is used to substantiate the theory of cycles of conflict and patterns of organizational growth and development developed by Ralph M. Stogdill and the Ohio State Leadership Institute. (JMF)

ED 129 932 UD 016 118

Rohlen, Thomas P.  
**Is Japanese Education Becoming Less Egalitarian?**

Notes on High School Stratification and Reform.  
 Pub Date—[75]

Note—59p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—Change Agents, Educational Mobility, Enrollment Rate, \*Equal Education, Ethnic Groups, \*Family Background, Family Characteristics, Family Influence, Family Role, Family Status, \*Higher Education, \*High Schools, High School Students, Secondary Education, Social Action, \*Social Change, Social History, \*Social Stratification, Social Systems  
 Identifiers—\*Japan

The topic of equality in education, as it has existed in post-war Japanese cities to date and as it appears to be changing under the influence of the new high school reforms, are discussed in this paper. The document has gathered together a variety of materials collected rather incidentally, and the information presented in each section focuses on a number of topics briefly. The topics addressed are the following: university entrance, high school entrance in Kobe, the family background of different high school student populations, some considerations on family, neighborhood and achievement before high school, high school sub-cultures, and the movement for high school reform. It is suggested that a critical social issue for modern Japan lies in the growing importance of family background. Postwar education, although more inclusive and democratic, has also become a field of competition in which the trend is toward a greater influence for family background factors. As education becomes more central to more of the populace, it also becomes more and more susceptible to the influence of intensified differences in each family capacity to compete in this arena. (Author-AM)

ED 129 942 UD 016 477

Berry, John W. And Others  
**Multiculturalism and Ethnic Attitudes in Canada:**  
**A Summary of a National Survey.**

Spons Agency—Ministry of State for Science and Technology, Ottawa (Ontario).

Pub Date—11 Jun 76

Note—14p; Paper presented at the Annual Meeting of the Canadian Psychological Association (Toronto, Ontario, June 11, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Bias, Cultural Context, Cultural Factors, \*Cultural Pluralism, \*Discriminatory Attitudes (Social), Ethnic Groups, Ethnic Relations, Ethnic Status, Government Role, \*Identification (Psychological), Immigrants, \*National Surveys, Policy Formation, \*Racial Attitudes, Racial Discrimination, \*Social Attitudes, Social Discrimination  
 Identifiers—\*Canada

The attitudes of Canadians toward multiculturalism were investigated in this study. Four attitude domains were examined. The first dealt with the attitudes held by Canadians toward a variety of ethnic groups in the country. The second involved general beliefs regarding cultural diversity. The third consisted of attitudes toward immigration. The fourth domain included the psychological phenomenon of prejudice and discrimination. Two questions constituted the core of the present study: whether Canadians view cultural diversity as a valuable resource, and whether confidence in one's own identity is a prerequisite for accepting others. The results for each of the four attitude domains in the total sample are presented first, and the major

trends that emerge across the four domains are described. Respondents in the study showed a reasonably high level of overtolerance for ethnic diversity and a general acceptance for multiculturalism as a social fact. The study also revealed a considerable lack of knowledge concerning multiculturalism as government policy. (Author/AM)

ED 129 943 UD 016 478

*Foxworthy, Nancy M.*  
**Schooling in the Dominican Republic. ERIC-CUE Urban Disadvantaged Series, Number 47.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—ERIC-CUE-UDS-47  
Pub Date—Aug 76  
Contract—400-75-0008  
Note—47p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (\$2.50).

EDRS Price MF-50.83 HC-\$2.06 Plus Postage.

Descriptors—\*Dominicans, \*Educational Anthropology, \*Educational Environment, Educational Objectives, Educational Opportunities, Ethnic Groups, Immigrants, Migrant Education, Migrant Problems, \*Organizational Climate, Role Conflict, School Environment, \*School Role, Social Environment, Social Influences, Social Structure, Spanish Americans, Spanish Speaking, \*Student Role, Teacher Role

Identifiers—\*Dominican Republic

Some of the schooling experiences of a rapidly expanding migrant population from the Dominican Republic are described in this paper. In doing this, the paper examines the societal and organizational context of the educational system in the Dominican Republic, and briefly outlines the organization of and practices in Dominican classrooms, the nature of teacher-student interaction styles, and the relationship between school and home life. Information about school organization and classrooms is obtained through interviews with professors, school directors, teachers, parents, and students. In addition to general interviewing, two public schools were selected for more systematic observations. To check whether the data collected in the two schools were representative of schools in the Dominican Republic, observations were then made in additional public and private schools. It was found that whatever difficulties educators and students in the Dominican Republic encounter in the educational process, education itself is accorded the highest priority throughout the country. Despite many obstacles, the majority of those classroom teachers and school directors conduct classroom programs that allow students to meet the country's educational standards. Dominican children coming to the U.S. bring with them certain expectations based on their experiences in their native educational system. They find themselves attending schools embedded in a different social context, which fact for many of them, leads to confusion and conflict. (Author/AM)

ED 129 968 UD 016 554

*MacKay, A.*  
**An Evaluation of the Educational Opportunities Fund. A Report to the Minister of Education, Province of Alberta.**

Alberta Univ., Edmonton.  
Spons Agency—Alberta Dept. of Education, Edmonton.

Note—93p. Some pages may reproduce poorly due to quality of original.

EDRS Price MF-50.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Attitudes, \*Compensation

\*Elementary Education, Federal Aid, \*Financial Support, Needs Assessment, Parent Attitudes, \*Program Evaluation, Research Design, Secondary Education, Surveys, Teacher Attitudes

Identifiers—\*Alberta

This evaluation study of the Educational Opportunities Fund (E.O.F.) was designed to answer eight general questions: (1) to what extent the E.O.F. program has achieved its intended objectives; (2) what byproducts in terms of educational programs, innovations, and so forth the program has produced; (3) how well have the individual E.O.F. projects in school districts have realized their stated objectives; (4) what administrative, fiscal, or other effects have been produced at the school district level by the introduction of the E.O.F. program; (5) how valuable the funding of projects is on the basis of proposals as compared with the formula financing; (6) what the specific changes in E.O.F. program policies and procedures are which would improve the quality and long-term productivity of the projects; (7) how well E.O.F. (Compensatory) has realized its stated objectives; and, (8) needs assessment regarding the secondary component of E.O.F.—what the perceived needs, if any, of clients relate to a secondary component are; if positive, what the nature, scope, and modality should be. The data sources on which this report is based are interviews and an analyses of documents. A structured interview schedule was used for the 337 interviews. Persons interviewed included central and regional personnel, board members, teachers, principals, parents, and others. (Author/JM)

ED 129 974 CE 007 547

*Thomas, Audrey M.*  
**Adult Basic Education and Literacy Activities in Canada, 1975-76.**

World Literacy of Canada, Toronto (Ontario).  
Spons Agency—Samuel Bronfman Foundation, New York, N.Y.

Pub Date—Apr 76  
Note—3p. For a related document see CE 007 784  
Available from—World Literacy of Canada, 692 Cowell Avenue, Toronto, Ontario, M4C 3B6 (\$5.00 postpaid per copy, \$4.00 per copy in bulk of 10—in Canada and U. S. A.; international orders: \$10.00 postpaid air mail, \$7.00 postpaid surface mail)

Document Not Available from EDRS.

Descriptors—\*Adult Basic Education, \*Adult Education Programs, Adult Literacy, Census Figures, \*Delivery Systems, Demography, Educational Needs, Educational Research, Foreign Countries, \*Functional Illiteracy, Interviews, Literacy Classes, \*Literacy Education, National Surveys, Organizations (Groups), Program Descriptions, Social Characteristics, State of the Art Reviews

Identifiers—\*Canada, Ontario

The 1-year project reported here was undertaken for World Literacy of Canada to survey the nature and extent of functional illiteracy in Canada, with a focus on those activities currently being undertaken in Anglophone Canada. An introduction provides background on the extent of the problem, comparing 1961 and 1971 Census statistics, and defines the scope of the project. In a 1971 Census data analysis, 20 tables and 6 figures are presented showing national and provincial breakdowns of the target population for selected demographic and social characteristics. Capsule descriptions are provided for each characteristic and a profile of the "typical" adult in the target population is built up. Methodology for the two phases of the project (in Ontario and in the rest of Anglophone Canada) are described. Types of organizations currently involved in Canadian Adult Basic Education (ABE) and literacy are described and findings from the interview schedules in Phase I are presented. (Phase I covered 23 organizations involved in ABE and 147 individuals interviewed.)

as full a picture as possible of program operations). The section presenting Phase 2 findings includes a summary of the delivery systems for ABE existing in all of the provinces, except Quebec, and a summary of a survey of Anglophone school boards. The final conclusions section presents a series of questions, issues, and concerns arising from the whole project. Selected bibliography and appendices with additional statistics are also included. (JT)

ED 129 982 CE 007 784

*Thomas, Audrey M.*  
**Canadian Adult Basic Education and Literacy Activities: A Digest.**

World Literacy of Canada, Toronto (Ontario).  
Spons Agency—Samuel Bronfman Foundation, New York, N.Y.

Pub Date—Jul 76  
Note—30p. For a related document see CE 007 547

Available from—World Literacy of Canada, 692 Cowell Avenue, Toronto, Ontario, M4C 3B6 (\$5.00)

Document Not Available from EDRS.

Descriptors—\*Adult Basic Education, \*Adult Education Programs, \*Adult Literacy, Demography, Educational Research, Foreign Countries, Functional Illiteracy, Illiterate Adults, \*Literacy Education, National Surveys, Social Characteristics

Identifiers—\*Canada

A 1-year project undertaken for World Literacy of Canada to survey the Canadian Literacy scene attempted to identify and describe the adult population in need of literacy activities in Canada, to identify and describe the literacy activities being undertaken by existing organizations, communities and individuals in Canada, and to share the findings of the project with interested organizations, government officials and individuals with a view to literacy activity planning in Canada. This summary of the final report (1) describes the problem; (2) describes the characteristics of the target population (geographic distribution, sex, age, residence, ethnic group, birthplace, immigration, labor force participation, unemployment, labor force by industry, and a summary profile); (3) describes existing programs (department of manpower and immigration, corrections, other government programs, school boards, libraries, literacy councils, literacy volunteers of America, Frontier College, other programs in the private sector, and sheltered workshops); (4) summarizes characteristics of the programs (instructors, students, regional variations); and (5) lists major issues and concerns emerging from the study and recommendations resulting from the 1975 Adult Basic and Literacy Education Conference in Toronto. (JT)

ED 130 011 CE 008 130

*Danchenko, A. M., Ed. Vydrin, I. F., Ed.*  
**Military Pedagogy. A Soviet View. Soviet Military Thought Series.**

Air Force, Washington, D.C.  
Pub Date—73  
Note—373p.

Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. (Stock Number 0870-00352, \$3.35)

EDRS Price MF-50.83 HC-\$19.41 Plus Postage.

Descriptors—Armed Forces, Educational Methods, \*Educational Problems, \*Foreign Policy, Military Personnel, Military Science, \*Military Training, \*Political Influences, Political Power, \*Teaching, \*Teaching Methods

Identifiers—Communist Party of the Soviet Union, \*USSR

A constant theme running throughout this book is that the principles of Soviet military instruction are fundamentally different from the principles of training in the West.

the entire Soviet educational process. Prepared in accordance with the program of the military pedagogy course of higher military political schools, the book covers the pedagogic foundations and principles of combat and political training and the essence, principles, forms, and methods of the instruction and education of Soviet soldiers. Topics discussed could also be of use in non-Soviet military educational institutions. (SH)

**ED 130 489** EC 091 802

*Targ, Mary.*

**Slow Learner Education in New Zealand.**

Pub Date—76

Note—4p; Item 2 of 11 in SET 76, No. 1, a research information kit for teachers

Available from—Test and Book Sales Division, NZCER, P.O. Box 1237, Wellington, New Zealand (3.NZ issue, 5.NZ set, individual items sold in lots of 10 or more, 50c/NZ)

**Document Not Available from EDRS.**

Descriptors—Educational Assessment, Educational Objectives, \*Educational Programs, \*Foreign Countries, Identification, \*Learning Disabilities, Regular Class Placement, Secondary Education, \*Slow Learners, Special Classes, Special Education Teachers, Surveys  
Identifiers—\*New Zealand (Auckland)

A survey of slow learner education in state secondary schools was conducted in Auckland and North Auckland, New Zealand. Thirty-five schools containing 30,787 pupils replied to the questionnaire which covered the following areas: assessment prior to placement, educational objectives, identification methods, special classes, teaching groups, teachers, special programs, teacher assessment of slow learners, physical accommodations, financial provisions, and availability of equipment and materials. Among findings were such attitudes as appreciation of the needs of low academic ability pupils, uncertainty as to suitable approaches to slow learner work, differences of opinion on integration of these pupils into a uniform school program, and lack of knowledge of the value of newer forms of specialized equipment and teaching methods for remedial and compensatory education. (JM)

**ED 130 627** IR 004 158

*Kopeleva, N. F.*

**Experience with Programmed Instruction in Elementary School (USSR).**

Joint Publications Research Service, Washington, D.C.

Report No.—JPRS-23,371

Pub Date—25 Feb 64

Note—15p; Archival document

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Educational Philosophy, Elementary Education, National Programs, \*Programmed Instruction  
Identifiers—USSR

The task of reorganizing the elementary schools of the Soviet Union has provided the occasion for the assessment of programmed instruction methods. Though programmed texts have been widely used in other countries, the Soviet Union is committed to a different set of educational values, including the use of national teachers, a system that develops each student to his highest potential, and to the development of self-control. Not all the principles of programmed instruction address these issues, but programmed instruction can be of some value to teachers attending to the individual problems of students. An example of a program to teach subtraction of numbers less than 1,000 is included. (EMH)

**ED 130 628** IR 004 159

**Teaching Machines Discussed (USSR).**

Joint Publications Research Service, Washington, D.C.

Report No.—JPRS-23,385; TT-64-21644

Pub Date—25 Feb 64

Note—23p; Archival document

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Autoinstructional Aids, \*Programmed Instruction, \*Teaching Machines, \*Teaching Methods

Identifiers—USSR

Programmed instruction in the Soviet Union is based on the sequential delivery of questions and automatic evaluation of responses. Programs may be linear or may provide for branching that accommodates differences in individual learning styles. Computer models have been developed to simulate job functions and to teach speed-reading. Their use can resolve the following general pedagogical problems: (1) student control over the pace of learning, (2) monitoring of the student, (3) administration of exams, (4) consultation and referral, (5) tutoring, and (6) training. Flowchart conceptions of these processes are provided, and two automated teaching programs are described. (EMH)

**ED 130 629**

IR 004 161

*Zinov'ev, S. I.*

**Programmed Instruction and Certain Pedagogical Problems (USSR).**

Joint Publications Research Service, Washington, D.C.

Report No.—JPRS-24,065; TT-64-31006

Pub Date—7 Apr 64

Note—11p; Archival document

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Educational Problems, \*Programmed Instruction, Reinforcement, Teaching Methods  
Identifiers—USSR

In the Soviet Union, data were gathered which testify to the effectiveness of teaching machines and other automated devices, especially for the instruction of strict systems of scientific knowledge. The psychological and pedagogical value of automated teaching aids is, however, in some instances questionable, particularly when programs are based on behaviorist notions of reinforcement. Two shortcomings of teaching machines are: (1) that technical designers fail to account for a broad range of human factors that determine optimal learning conditions, and (2) that the learner is taught to depend on the machine. It should also be remembered that many materials are just as effectively delivered via traditional textbook methods. (EMH)

**ED 130 922**

SO 009 487

*Toma, Peter A.*

**The Educational System of Czechoslovakia. Education around the World.**

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Report No.—OE-76-19126

Pub Date—76

Note—14p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order stock no. 017-080-01531-5, \$0.35)

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Comparative Education, Educational Environment, \*Educational History, Educational Objectives, Educational Philosophy, Educational Practice, Elementary Secondary Education, Foreign Countries, Grading, Higher Education, Nursery Schools, \*Program Descriptions, Public Education, Public Policy, School Activities, \*School Organization, School Systems, Social Values, Teacher Education  
Identifiers—Czechoslovakia

The background, current structure, and functions of the Czechoslovakian educational system are described in this booklet. Topics include history, legal basis, structure, administration, financing, academic calendar, language of instruction, and the grading system. The following seven educational categories are discussed: (1) preschool education which includes day-care centers and nursery schools; (2) compulsory elementary education which provides

basic nine-year schooling from age 6-15; (3) secondary education which is applied for by graduates of the elementary program and is divided into general, vocational, apprentice, and evening workers program; (4) special education which provides instruction for the physically and mentally handicapped; (5) people's arts and language schools which provide optional study in the visual arts, performing arts, and foreign languages; (6) teacher education which trains students according to the grade level to be taught; (7) higher education which consists of universities, technical schools, colleges of arts, agriculture, economics, forestry, theology, and veterinary medicine. References, a glossary of terms, and a directory of Czech higher education institutions are included in the document. (Author/DB)

**ED 130 998**

SP 010 556

*Whitehead, N. J. Hendry, L. B.*

**Teaching Physical Education in England—Description and Analysis.**

Pub Date—76

Note—139p.

Available from—Lepus Books, Henry Kimpton Ltd., London, England (#4.80 English Pounds)

**Document Not Available from EDRS.**

Descriptors—\*Curriculum Design, \*Curriculum Evaluation, Elementary Secondary Education, Historical Reviews, \*Physical Education, \*Program Development, Student Teacher Relationship, Teacher Background, Teacher Characteristics, \*Teacher Education  
Identifiers—\*England

This book brings together two approaches to the study of physical education in England: (1) a descriptive analysis of the existing physical education curriculum in schools and colleges; and (2) an examination of research evidence concerning the behavior of the physical education teacher. The two approaches are brought together in a short prescriptive and speculative look into the future of the profession. The first part of the book describes the physical education courses and curricula operating within primary and secondary schools and traces the selection of training courses taken by physical education teachers at specialist colleges. The tremendous freedom afforded to the individual physical education teacher in the design program content is pointed out, and it is noted that, even at the college level within teacher training programs, there is a great variety of course content and depth of study in particular subjects for specialist students. Revealed, too, are the rather confined and restricted physical education programs actually being taught in a number of schools. Such constraints are attributed to a number of factors discussed in the second part of the book. A series of theoretical frameworks is provided to aid in the study of the educational encounters of physical education teachers and their pupils. Evidence derived from the frameworks indicates that general teaching objectives are directed towards creating in the pupils social awareness and responsibility, self-awareness, all-around physical development, enjoyment, and a general interest in school. Teachers see themselves as hard working, honest, and knowledgeable about their pupils and their subject. (MM)

**ED 131 057**

SP 010 617

*Anderson, Ronald S.*

**Education in Japan: A Century of Modern Development.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-19110

Pub Date—75

Contract—OEC-O-73-2737

Note—411p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01339-8, \$3.70)

**EDRS Price MF-00.83 HC-\$22.09 Plus Postage.**  
 Descriptors—Asian History, Asian Studies, Curriculum Development, Developed Nations, Educational Administration, \*Educational Experiments, \*Educational History, Educational Legislation, \*Educational Philosophy, Elementary Secondary Education, \*Foreign Countries, Foreign Culture, Higher Education, \*Organizational Development  
 Identifiers—Japan

The history of education in Japan from feudal to modern times is covered in this book. The Japanese educational system has played a crucial role in that country's development during the past century, and a study in this field provides an understanding of the close relationship between the schools, society, and culture. Four broad areas of interest are discussed: (1) the history of the country and changes in its traditions and values; (2) the development of education, the impact of influence from the western world, and gradual changes in structure and emphasis in the schools; (3) a look at education in contemporary Japan, its organization from kindergarten through university; (4) the problems facing the modern educational system, teacher and pupil unrest, and administrative reaction resulting in reforms and plans for the future. Text tables are included with curriculum outlines detailed. Charts demonstrate the structure of the educational system and the organization of the administrative system. Appendices deal with laws and codes governing the educational system. (JD)

**ED 131 058** SP 010 618

George, Betty Stein  
**Education in Ghana.**

Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—DHEW-OE-75-19119  
 Pub Date—76  
 Note—293p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-0146-7, \$3.35)

**EDRS Price MF-00.83 HC-\$15.39 Plus Postage.**  
 Descriptors—\*African Culture, \*Comparative Statistics, \*Developing Nations, \*Educational Administration, \*Educational Development, \*Educational History, Foreign Culture, Statistical Analysis, Statistical Data, Student Teacher Ratio, Teacher Certification, Teacher Education  
 Identifiers—Ghana

This study, after introducing Ghana's history and people, traces the story of educational development since 1951 and describes the present formal educational system. The subject is divided into four categories of consideration. First, the development of education over the years from colonial times through the modern system that has evolved is discussed. Second, a description of the administration and financing of education is outlined. Third, there is presented a detailed outline of the schools and their programs of study from the elementary through the university level. There is a final summation of enrollment and output patterns, educational expansion, and opportunities. Comprehensive tables provide comparative statistics on the numbers and percentages of those involved in the educational process: past and current student enrollment; government expenditures; actual time spent in the classroom; number of trained and untrained teachers; certification of teachers; and degrees available in higher learning. An appendix of selected references is supplied. (JD)

**ED 131 157** UD 016 558

**Educational Development Policy in the Netherlands.**

Netherlands Ministry of Education and Sciences, The Hague.  
 Pub Date—76  
 Note—13p.

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Compensatory Education, \*Compensatory Education Programs, Culturally Disadvantaged, Disadvantaged Youth, Educational Development, Educationally Disadvantaged, Educational Opportunities, Educational Policy, Foreign Countries, Government Role, \*Nursery Schools, \*Primary Education, Primary Grades, \*Program Development, \*Public Policy, Staff Improvement  
 Identifiers—\*Netherlands

Schools which have many children who, because of the environment in which they grow up, find it difficult to keep pace and therefore often get left behind, are now being given a boost. Extra attention and, if necessary, extra money will be given to the schools where these children are in the majority. An interdepartmental Educational Development Steering Group is responsible for organizing activities and insuring that policy is carried out. A start was made in 1974 on implementing the policy and building on on-going activities. The result of this in the school year 1976-1977 will be that 1400 to 1500 primary schools from a total of 8500 primary schools, and 400 nursery schools from a total of 7300 nursery schools will have extra full-time or part-time teachers. More than half of these schools with extra teachers (priority schools) are supported by the school support centers. The 18 support centers involved in this work were allocated 32 extra members of staff—mainly to set up, work out, and implement the development packages. Five regions, the town of Groningen, the eastern mining region in the province of Limburg, southeast Drenthe, Helmond, and the Hague, have already been designated as development project areas. (Author)

**ED 131 258** CE 008 418

Wahab, Zaher  
**Ideology and Adult Education in Sweden: Lesson for the U.S.**  
 Pub Date—76

Note—16p; Paper presented at the Nation's Bicentennial Adult Continuing Education Congress (New York City, N. Y., November 18-23, 1976)

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*Adult Education, \*Adult Education Programs, \*Continuous Learning, Foreign Countries, Political Influences, \*Political Socialization, Social Influences  
 Identifiers—Sweden

Adult education in Sweden is closely interrelated with the prevailing ideology in that society. The predominant ideology in Sweden consists of firm and active commitment to lifelong learning, achieving the 'learned society', socioeconomic and political democracy, full employment, individual growth and dignity, and overall egalitarianism. Welfare, which includes the provision of lifelong education for all, is the ideological foundation of the Swedish sociocultural system. The relatively small, homogeneous, affluent, and value-consistent Swedish society makes the realization of such social principles a reality. About 18% of the national budget is allocated to education; 10% of that is earmarked for adult education. More than half of Swedish adults are engaged in some form of adult education program. These programs may be (1) Study Circles offered by voluntary educational associations, (2) municipal and state-run schools for adults, (3) Folk High Schools (or people's colleges, imparting general civic knowledge), (4) labor market training, (5) on-the-job training offered by national and local governments and private companies in collaboration with their employees, (6) training programs of the trade union confederations, and (7) courses offered on radio, television, and through correspondence schools. (Author/SH)

**ED 131 279** CE 008 729

Duk, C.  
**Australian Perspectives on Lifelong Education.**  
 Australian Education Review, Number 6.  
 Australian Council for Educational Research, Hawthorn.  
 Pub Date—76  
 Note—104p.

Available from—Lawrence Verry, Inc., Mystic, Connecticut 06355 (\$3.50)

**Document Not Available from EDRS.**  
 Descriptors—\*Continuation Education, \*Continuous Learning, Educational Change, \*Educational Development, Educational Strategies, Educational Trends, Foreign Countries, \*School Community Relationship, Social Influences  
 Identifiers—Australia

This essay explores the connections between such ideas as industrial democracy, deschooling, community or alternative schools, conscientisation, continuity of development, and lifelong and continuing education. It challenges existing purposes, processes and content of schooling, and the assumptions underlying these about learning and socialization, and is written from a conviction that lifelong education, properly qualified and guarded from certain dangers, would be a better educational philosophy and system for Australia today and tomorrow than the present philosophy and system. An attempt is made to explicate the meaning and present status of the lifelong education concept in an effort to help sponsor its arrival and implementation. Discussion centers around the areas of (1) terms and meanings, (2) some overseas trends, (3) Australian education: tradition and change, and (4) analysis and prognosis. An extensive listing of sources and further readings is appended. (WL)

**ED 131 587** EA 008 960

Crowson, Robert L.  
**Educational Planning and School Reform: A Report on West Germany.**

Pub Date—Sep 75  
 Note—22p.

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Adoption (Ideas), \*Educational Change, \*Educational Planning, Elementary Secondary Education, \*Equal Education, Higher Education  
 Identifiers—West Germany

This paper examines the status of comprehensive planning for educational reform in the Federal Republic of Germany. Although a late entrant among the European nations engaged in school reform, West Germany is now heavily involved in the problems and politics of structural change. A "General Plan for Education," calling for widespread alteration in the nation's educational system was approved by the various state and federal governments in late 1973. The first section of this paper briefly reviews the background of West Germany's planning effort and the major provision of the "Plan." The second section assesses the current (mid-1975) situation in the implementation of German educational reform. The third, and major, section seeks to draw some general conclusions about educational planning and the initiation of structural change. In the author's view, the German experience indicates the need for carefully designed strategies for implementation as a closely related function of plan development. (Author/IRT)

**ED 131 938** PS 008 960

Karlson, Alfred L.  
**Curriculum Practices in Preschool and Primary Schools in the People's Republic of China: Some First-Hand Observations.**

Pub Date—Apr 75  
 Note—11p; Paper presented at the Annual Orthopsychiatric Meeting (Washington, D.C., April 1975)

**EDRS Price MF-08.83 HC-S1.67 Plus Postage.**  
**Descriptors—**Early Childhood Education, Elementary Education, "Elementary School Curriculum, Foreign Countries," Physical Education, \*Preschool Curriculum, Preschool Education, \*Teaching Methods

**Identifiers—**"China," Moral Education

This paper consists of observations on a China tour to nursery schools, children's hospitals, primary schools, a high school, a teacher training institute, after-school children's centers and a school for the deaf. Twenty American early childhood education specialists participated in the tour, which included visits to five cities and to rural areas. The possibility that any or all of the schools visited may be showcase institutions is discussed. The most noticeable feature of schooling in China was the emphasis on moral education or the direct teaching of explicit values. Also of interest to the observers: the formal pedagogical style (children in art class, for example, all copy the same picture) and the emphasis on physical education. The children appeared happy and alert, paying close attention to all that went on. There was little sign of the restiveness many have come to expect in a formal school setting. (MS)

**ED 132 051**

**SE 021 746**

**Jacob, Gerhard**

**Scientific Training in Brazil.**

**Pub Date—**[76]

**Note—**11p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-08.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Doctoral Programs, \*Educational Programs, Graduate Students, Graduate Study, \*Higher Education, \*Science Education, Science History, \*Sciences, \*Scientists

**Identifiers—**Brazil

Described are the history and current trends of graduate level training of scientists in Brazil. Current and probable future problems are considered. (SL)

**ED 132 103**

**SO 009 643**

**Verdun-Muller, Henriette**

**On Cross-Cultural Education in the Netherlands.**  
**Pub Date—**Sept 76

**Note—**19p.; Paper presented at the Conference of England's Department of Education and Science (University of Nottingham, England, September 2-5, 1976)

**EDRS Price MF-08.83 HC-S1.67 Plus Postage.**  
**Descriptors—**\*Biculturalism, Bilingual Education, Bilingual Teachers, \*Comparative Education, \*Cross Cultural Studies, Cultural Factors, Cultural Pluralism, Educational Objectives, \*Educational Practice, Elementary Secondary Education, Foreign Countries, Government Role, \*Migrant Child Education, Migrant Children, Social Services, Tables (Data), Teacher Education

**Identifiers—**Netherlands

Education for foreign migrant children in the Netherlands from 1960 to 1976 is discussed. Two aspects of the background and development of migrant education are stressed: governmental organization and education in practice. Discussed are the government's responsibility for investigating problems of cross-cultural education; inspecting educational facilities; and facilitating communication among the Department of Education and Science, the field of education, and the embassies of the migrants' home countries. Typical migrant children attend Dutch schools which provide language training by special resource teachers, bilingual and bicultural classes, and cooperative teaching by Dutch and migrant teachers. The importance of the governmental, semigovernmental, municipal, and private educational and welfare services for integration of migrant families into Dutch society is stressed. An experimental teacher education course for teachers of migrant children in primary and kinder-

garten grades is described. Tables indicate the number of foreigners in the Netherlands and the number of migrant children from the Mediterranean area enrolled in primary schools from 1972 through 1975. References are listed. (Author/DB)

**ED 132 107**

**SO 009 648**

**Smith, Donald F.**

**Education for More Than One Culture: Fostering Cultural Pluralism in Micronesia.**

**Pub Date—**Jul 76

**Note—**10p.; Paper presented at the World Educators Conference (Honolulu, Hawaii, July 10-15, 1976)

**EDRS Price MF-08.83 HC-S1.67 Plus Postage.**  
**Descriptors—**\*Asian Studies, Bilingual Education, Cultural Awareness, Cultural Background, \*Cultural Pluralism, Curriculum Development, Educational Assessment, Educational History, \*Educational Improvement, Educational Objectives, Educational Problems, Elementary Secondary Education, Ethnic Groups, Ethnic Studies, Foreign Countries, Multilingualism, \*Nonformal Education, Self Concept, \*Sociocultural Patterns

**Identifiers—**Micronesia

Micronesia is a multicultural society which must develop an educational system to meet viable cultural options. The society harmoniously blends Spanish, Oriental, German, and American influences in its language, racial structure, religion, and architecture, but not in its educational system. Education has traditionally been tailored to the needs of the political or religious authority in power rather than to an intercultural commitment. Education for self-identity will have to make accommodations with the contradictory contributions of past administering authorities as well as foster respect for indigenous institutions. A present shortcoming of both the formal and nonformal educational systems is the stereotyping of various minority cultures. To combat this problem, Micronesian schools should stress curriculum which incorporates material on outer islands, placing particular emphasis on biographies of Micronesians who have achieved status. On the nonformal level, wider exposure of museum collections, applications for grants for cultural preservation, and emphasis on the relevance of historical Micronesian sites can encourage cultural pluralism. Micronesia has always been a multicultural society, and education must awaken to this fact and contribute to the building of a new social order. (Author/DB)

**ED 132 108**

**SO 009 649**

**Implementation of the Recommendation Concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms. Report of a Meeting of Experts Held at Unesco House (Paris, France, March 15-19, 1976).**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

**Pub Date—**20 Aug 76

**Note—**30p.

**EDRS Price MF-08.83 HC-S2.06 Plus Postage.**  
**Descriptors—**\*Civil Liberties, Comparative Analysis, Comparative Education, Conference Reports, Conflict Resolution, Cross Cultural Studies, \*Curriculum Development, Educational Objectives, Educational Policy, Educational Quality, Elementary Secondary Education, \*Global Approach, Humanistic Education, \*Humanization, Interdisciplinary Approach, \*International Education, International Organizations, \*Peace, Preschool Education, Teacher Education

Proceedings from a Unesco conference on international education are presented. Cross-cultural comparisons among Unesco countries are offered and methods of implementation of Unesco recommendations concerning peace education and human rights are suggested. The report is presented in seven sections: (1) general observations on the Unesco recommendations; (2) problem-oriented ap-

proaches to peace education on preprimary, primary, and secondary levels; (3) comparison of teacher education in Unesco member countries and recommended ways to strengthen training programs in the direction of international understanding; (4) methods of promoting international understanding in higher education, such as interdisciplinary approaches, an international student body, and emphasis on peace research; (5) international educational experiences for adults and out-of-school youth, such as work camps, voluntary service activities, exchange, community betterment projects, and art festivals; (6) equipment and materials to supplement traditional international relations textbooks; and (7) suggestions on national action and international cooperation. Appendices include a directory of conference participants and observers and the text of the 1974 Unesco peace education resolution. (Author/DB)

**ED 132 352**

**CE 008 840**

**Hoque, Nasem**

**Non-Formal Education for Women in Bangladesh. Supplementary Paper No. 5. Program of Studies in Non-Formal Education.**

Michigan State Univ., East Lansing, Inst. for International Studies in Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.  
**Note—**71p.

**EDRS Price MF-08.83 HC-S3.50 Plus Postage.**  
**Descriptors—**Adult Education, Adult Education Programs, Case Studies, Disadvantaged Groups, \*Economically Disadvantaged, \*Educational Development, Educational Opportunities, Educational Strategies, Foreign Countries, International Studies, National Surveys, \*Nonformal Education, \*Voluntary Agencies, \*Womens Education

**Identifiers—**Bangladesh

Using certain criteria, 4 out of 35 voluntary and nongovernmental organizations in Bangladesh, which were engaged in nonformal education among economically disadvantaged women, were selected and surveyed to identify and document their nonformal activities. Data were generated through field visits, personal interviews, observations, and examination of institutional records and reports. Analysis of data revealed that although the organizations are not yet fully stabilized, interest and attitudes among the organizers as well as the participants are positive. Participants felt that they were being benefited through the programs while the organizations found that their objectives were being achieved. Both parties realized that there are alternatives to formal schooling to help solve problems of distressed women. This report provides a complete description of the study in four chapters: Chapter 1 provides an overview of the women's organizational movement in Bangladesh, with reference to nonformal education programs; chapter 2 contains detailed case studies of 35 organizations that are involved in nonformal education; chapter 3 enumerates the general features of the case studies; and chapter 4 is a discussion on the trends of institutionalization of the programs. A bibliography and a list of exchange publications are appended. (WL)

**ED 132 528**

**CS 003 095**

**Cardinet, Jean Weiss, Jacques**

**L'Enseignement de la Lecture dans le Canton de Neuchâtel: Resultats de l'Enquete Menee en Deuxieme Annee Primaire, Principes Methodologiques (The Teaching of Reading in the Canton of Neuchâtel: Results of the Enquiry Held in the Second Year of Primary School, The Principles of Methods).**

Institut Romand de Recherches et de Documentation Pedagogiques, Neuchâtel (Switzerland).

**Report No.—**IRD-P-75.04

**Pub Date—**Jul 76

**Note—**40p.; In French with English, Spanish and German abstracts

**EDRS Price MF-50.83 HC-52.06 Plus Postage.**  
 Descriptors.—\*Evaluation, Primary Education,  
 \*Reading Instruction, \*Reading Research, Reading  
 Skills, \*Teaching Methods  
 Identifiers—Switzerland

This document reports (in French) the results of an evaluation of reading methods used in the second year of primary school in the Swiss canton of Neuchâtel. The data show that, in mastering reading skills, pupils are helped by a "wide" teaching method—flexible teaching aimed at high-level objectives such as reasoning, understanding, imagination, and expression. The research shows that teachers who have used a certain method for several years obtain better results in the second year of primary school than do teachers with less experience and that it is beneficial for the teacher to work with the same pupils in the first and second years. In addition, it is suggested that the reading be constructed on the basis of the child's oral language, since oral language comes chronologically and psychologically before written language. The report concludes that the teaching of reading cannot be reduced to one method but must consist of a series of principles which allow each teacher to follow a coherent line of teaching. (Author/JM)

**ED 132 529** CS 003 086

Weiss, Jacques

**L'Enseignement de la Lecture en Suisse Romande (The Teaching of Reading in the French Speaking Part of Switzerland).**

Institut Romand de Recherches et de Documentation Pédagogiques, Neuchâtel (Switzerland).

Report No.—IRD/P/R-76.01

Pub Date—Feb 76

Note—54p. In French with English, Spanish and German abstracts

**EDRS Price MF-50.83 HC-53.50 Plus Postage.**

Descriptors.—\*Evaluation, Primary Education,  
 \*Reading Instruction, \*Reading Research, Reading  
 Skills, \*Teaching Methods  
 Identifiers—Switzerland

This document reports (in French) the results of a study assessing the teaching of reading in three Swiss cantons—Geneva, Valais, and Vaud. This study followed a similar study carried out in the canton of Neuchâtel. Data show that the reading context (teacher and pupil population, teaching organization, and teacher training) had a favorable influence on reading in Vaud and Valais but not in Neuchâtel and Geneva; that teaching methods in each canton are different—for example, teachers in Neuchâtel teach beginning reading with oral work and teachers in Geneva use the story to promote comprehension and reasoning; and that reading results indicate a need to modify some outdated reading teaching methods to bring them into line with methods for teaching French, mathematics, and other subjects. (Author/JM)

**ED 132 546** CS 003 105

Keeves, J.P., Bourke, S.F.

**Literacy and Numeracy in Australian Schools, A First Report: Australian Studies in School Performance, Volume I.**

Australian Council for Educational Research, Hawthorn.

Report No.—ERDC-8

Pub Date—76

Note—114p.

Available from—Australian Council for Educational Research; Frederick Street, Hawthorn, Victoria, Australia 3122 (Write for price)

**Document Not Available from EDRS.**

Descriptors.—Academic Achievement, \*Arithmetic, Composition Skills (Literary), Criterion Referenced Tests, \*Educational Assessment, Elementary Secondary Education, \*Literacy, National Surveys, Reading Skills, \*Skills, Testing Identifiers—\*Australia

This study, carried out in 1975-1976 and reported in this document, focused on the following aims: to

identify specific tasks and competencies associated with basic literacy and numeration skills which children in Australia need to master; to prepare appropriate performance (criterion-referenced) tests to measure levels of competence of 10- and 14-year-old children in the basic skills of reading, writing, and arithmetic; to estimate the number of children failing to attain basic literacy and numeration skills; and to specify relationships between various other factors (e.g., age, grade, ethnic origin, and sex) and the attainment of specific levels of competence in reading, writing, and numeration. This report provides a summary of the item results with examples and illustrations of item performance. Chapters deal with assessing literacy; the populations and the samples; objectives, tasks, and item development; administration of the testing program; physical handicaps and learning problems; performances in reading, writing, and numeration; and differences in performance between student groups. (JM)

**ED 132 547** CS 003 106

Bourke, S.F., Lewis, R.

**Literacy and Numeracy in Australian Schools, Item Report: Australian Studies in School Performance, Volume II.**

Australian Council for Educational Research, Hawthorn.

Report No.—ERDC-9

Pub Date—76

Note—248p.

Available from—Australian Council for Educational Research; Frederick Street, Hawthorn, Victoria, Australia 3122 (Write for price)

**Document Not Available from EDRS.**

Descriptors.—Academic Achievement, \*Arithmetic, Composition Skills (Literary), Criterion Referenced Tests, \*Educational Assessment, Elementary Secondary Education, \*Literacy, National Surveys, Reading Skills, \*Skills, Testing Identifiers—\*Australia

This study, carried out in 1975-1976 and reported in this document, focused on the following aims: to identify specific tasks and competencies associated with basic literacy and numeration skills which children in Australia need to master; to prepare appropriate performance (criterion-referenced) tests to measure levels of competence in the basic skills of reading, writing, and arithmetic; to estimate the number of children failing to attain basic literacy and numeration skills; and to specify relationships between various other factors (e.g., age, grade, ethnic origin, and sex) and the attainment of specific levels of competence in reading, writing, and numeration. This volume accompanies volume one of the report and presents the results on each item used in the reading, writing, and numeration tests at the 10- and 14-year-old levels. Results for each test item are given as percentages of students correct, incorrect, and not attempting. (JM)

**ED 132 652** EA 008 931

Khan, Khurshid A., Vickery, D.J.

**The Design of Workshops for Asian Second Level Schools. Study 5.**

Asian Regional Inst. for School Building Research, Colombo (Sri Lanka).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—70

Note—78p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors.—Curriculum Development, Design Needs, \*Facility Guidelines, Facility Requirements, Flexible Facilities, Human Engineering, \*Industrial Arts, Interior Space, Multipurpose Classrooms, \*School Planning, \*School Shops, Secondary Education, Space Utilization, Storage, Utilities

Identifiers—\*Asia

The utilization of workshop accommodations in the countries of the Asian Region are examined and the study concludes that, in most schools, a single multipurpose workshop is more economical than are separate workshops for separate crafts that are in common use at present. Design criteria are developed for multipurpose "industrial arts" workshops that include woodwork, metalwork, electrical work, motor mechanics, textiles, ceramics, and so forth, indicating the effect of course content on space provision. The problem is approached of how design, while not duplicating but reflecting the atmosphere of a good modern industrial plant, would provide for the exploration of industrial knowledge and methods. Chapters suggest ways in which the general purpose or multifunction laboratory can accept a variety of arrangements for teaching and learning in relation to some of the curricula current in the Asian Region. Included are the layout of equipment, design of seating, thermal comfort, noise and visual environment, work areas (individual and group demonstration), storage, and toilet and lavatory facilities. (Author/MLF)

**ED 132 892** HE 008 398

**Commodities, Firms, and Delight. A Study of**

**Architectural Education in Ontario.**

Council of Ontario Universities, Toronto.

Report No.—76-15

Pub Date—Sep 76

Note—364p.

Available from—Council of Ontario Universities (Conseil des Universités de l'Ontario), 130 St. Georges St., Suite 8039, Toronto, Ontario

**EDRS Price MF-50.83 HC-\$19.41 Plus Postage.**

Descriptors.—\*Architectural Education, Curriculum Planning, Graduate Study, \*Higher Education, Professional Education, \*Program Coordination, \*Program Planning, \*Statewide Planning, Universities  
 Identifiers—\*Ontario

The Architecture Study Planning Group (ASPG) makes 62 recommendations for architecture education in Ontario's universities. Based on these recommendations, the Council of Ontario Universities makes several observations about the state of the discipline: that (1) architecture programs are basically sound, but would benefit from greater coordination; (2) enrollment growth be gradual; (3) graduate studies should be developed, but with caution; (4) the existing diversity of programs is desirable; (5) cooperative planning should be encouraged; and (6) there is need to clarify the roles of the universities and the profession in the preparation of architects. Specific recommendations are either accepted, referred to individual universities and study groups, or rejected. Contents include the full report of the ASPG, university comments on the report, supplementary comments of the ASPG, comments by the Ontario Council on Graduate Studies, and the response of the Ontario Association of Architects. (MSE)

**ED 132 937** HE 008 506

**Total Revenue and Expenses for Provincially Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1976. Report to the Council of Ontario Universities.**

Council of Ontario Universities, Toronto.

Pub Date—Nov 76

Note—170p.; Not available in hard copy due to marginal legibility of original document

Available from—Anthony J. Giannelli, Research Division, Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors.—\*Educational Finance, Enrollment, \*Expenditures, \*Higher Education, \*Income, Operating Expenses, Program Budgeting, State Aid, \*State Universities, Tables (Data), Trend Anal-

ysis, Universities

Identifiers—Algonia University, Brock University, Carleton University, Full Time Equivalent Students, Hearst University, Lakehead University, Laurentian University, McMaster University, Nipissing University, Oise University, Ontario, Queens University, Ryerson University, Trent University, University of Guelph, University of Ottawa, University of Toronto, University of Waterloo, University of Western Ontario, University of Windsor, Wilfrid Laurier University, York University

Financial data are presented here for Ontario's twenty universities: Brock, Carleton, Guelph, Lakehead, Laurentian, Algonia, Nipissing, Hearst, McMaster, Oise, Ottawa, Queens's, Ryerson, Toronto, Trent, Waterloo, Western, Wilfrid Laurier, Windsor, and York. Contents include summary tables operating expenses by object of expense and by functional area; total expenses by type of fund and by object of expense; total revenue by source of revenue and by type of fund; full-time equivalent students; basic income units based on 1975-76 enrollment; operating expense analyses; total expense analysis; operating revenue analysis; total revenue analysis; percentage analysis of expenses for 1971-72 to 1975-76; and percentage analysis of revenues for 1971-72 to 1975-76 and individual institutions' financial data. (MSE)

ED 133 040 PS 008 819

Venezky, Richard L. Shiloah, Yael

Visual Scanning Habits of Israeli Kindergartners.

Wisconsin Univ., Madison, Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCC-TR-363

Pub Date—Dec 75

Contract—NE-C-00-3-0065

Note—20p; Report from the Project on Conditions of School Learning and Instructional Strategies

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Early Childhood Education, Kindergarten Children, Perceptual Development, Preschool Children, Research, Response Mode,

\*Visual Perception, \*Visual Stimuli

Identifiers—Israel, \*Visual Scanning

This document reports on a series of visual scanning studies done with Israeli preschoolers and kindergartners to resolve issues related to diagnostic test and instructional materials design. The first study assessed the effect of item content on error rate. Three multiple-choice tests, differing only in item content, were given to 38 kindergartners. The second study assessed scanning preferences of 80 preschoolers and kindergartners by a picture naming task. A significant increase in both uniformity and in right-to-left scanning was found between nursery and preschool subjects, but not between preschoolers and kindergartners. Preschoolers showed low uniformity and no clear directional preference. The third study explored directional preferences for visual scanning through a multiple choice format with two correct alternatives. Each of 80 subjects received two versions of each test: one with target to the left of a horizontal row of alternatives and one with target to the right. The alternative closest to the target was preferred consistently, showing target position to be the major determinant of scanning direction in such formats. The fourth study explored the effect of target position on order reversal errors using (two formats of) the letter matching test: target to the left of horizontally arranged alternatives and target to the right. No significant difference was found in reversal errors for the two positions. (Author/SB)

ED 133 254

Morris, J. W.

European Curriculum Studies (in the Academic Secondary School), No. 10—Geography.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date—76

Note—112p

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, \*Comparative Education, Course Content, \*Curriculum Development, Curriculum Evaluation, Curriculum Guides, Data Analysis, Educational Improvement, Educational Objectives, \*Educational Trends, \*Geography Instruction, Human Geography, Interdisciplinary Approach, Physical Geography, Secondary Education, Skill Development, Tables (Data), Teacher Education, \*Testing, Test Results

Identifiers—\*European Curriculum Studies, \*European Education

Geography curriculum and examinations in European secondary schools are discussed. Intended as a research tool for use by educational planners and curriculum developers, the report compares geography teaching in 18 European countries by analyzing data from 1971 and 1974 questionnaires completed by educational officials of the Council of Europe. Chapter I presents information on the changing status of secondary level geography instruction. Chapter II identifies aims of the new geography as increased understanding of spatial dimensions, interaction of man and environment, stimulation of environmental protection, and increased acceptance of cultural pluralism and other life-styles. Chapter III compares four types of course syllabi—traditional, interdisciplinary, human, and limited—and presents selections of material from various textbooks. Chapter IV identifies the main resources in geography instruction as globes, maps, audiovisual aids, reprographic devices, library facilities, and mathematical aids. Chapter V discusses testing in different countries and compares feedback from various types of evaluation. Chapter VI describes teacher training in European universities. Chapter VII discusses problems in geography instruction and recommends that courses for more academically able students be stressed and that teaching conditions be improved. Tables and diagrams are included. (Author/DB)

ED 133 791 EA 009 970

Reed, Judith, Ed.

Impressions of Education in Israel. A Report of the Educational Staff Seminar Study Mission (February 13-29, 1976).

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—76

Note—138p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Citizen Participation, \*Educational Planning, \*Educational Policy, \*Educational Programs, Educational Research, Elementary Secondary Education, \*Evaluation Methods, Post Secondary Education, \*Program Descriptions

Identifiers—Israel

This publication is intended to provide readers with a broad perspective on education in Israel, based on the findings of participants in a two-week study mission to Israel. Part I consists of 17 short reports on various topics related to Israeli education. The majority of these reports deal with educational planning, policy, evaluation, and research; other reports focus on community and parent involvement, language policy, Arab education, instructional television, Sephardic-Ashkenazi differences, and women's status. Part II contains 18 brief reports by members of the study group on selected site visits in Israel and meetings with Israeli government officials and educational leaders. A copy of the study group's itinerary is also included. (Author/JG)

ED 133 806 EA 009 026

Priorities in Australian Education.

Australian Coll. of Education, Carlton, Victoria.

Pub Date—72

Note—148p.

Available from—The Australian College of Education, 916 Swanston Street, Carlton, Victoria, Australia 3053 (\$3.80 surface mail, \$7.60 airmail)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Educational Change, \*Educational Objectives, \*Educational Policy, Elementary Secondary Education, History Instruction, Instructional Media, Minority Groups, Moral Values, Post Secondary Education, \*Social Change, Social Influences, Teacher Role, Technical Education

Identifiers—\*Australia

This book consists of 14 selected papers that focus on the broad topic of Australian educational priorities. All the papers were originally presented at the Thirteenth Annual Conference of the Australian College of Education, which was held in May 1972. Titles of the papers include "Responsibility (The Buntine Oration for 1972)," "Sociological Overview of Australian Society," "Educational Consequences of Social Change," "Resources Available for Education," "Priority for the Education of Tech-

riculum, methods, administration, and equality. Afghanistan's attempts to increase opportunities for lifelong education, training, and literacy are described in the second report, followed by a discussion of national examinations for university admission in the Philippines. Reviews of recent publications on the following topics are presented: (1) social and educational reform in India; (2) science education in the Philippines; (3) the role of the university in Southeast Asia; (4) population and education in India; (5) rural development; (6) technical education in Bangladesh; (7) educational studies in the Republic of Korea; (8) education and development in Nepal; (9) teachers and changing curricula in Pakistan; (10) university adult education in Sri Lanka; and (11) education in Australia. An annotated list of documents related to Asian education and a summary of proposals for achieving universal primary education in India by 1986 conclude the document. (Author/DB)

ED 133 806 EA 009 026

Priorities in Australian Education.

Australian Coll. of Education, Carlton, Victoria.

Pub Date—72

Note—148p.

Available from—UNIPUB, P.O. Box 43, Murray Hill Station, New York, New York 10016 (\$3.75 paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, \*Asian Studies, Case Studies, \*Comparative Education, \*Developmental Education, \*Educational Objectives, \*Educational Policy, \*Educational Programs, \*Educational Research, \*Educational Trends, \*Evaluation Methods, \*Geography Instruction, Human Geography, Interdisciplinary Approach, Physical Geography, Secondary Education, Skill Development, Tables (Data), Teacher Education, \*Testing, Test Results

Identifiers—\*European Curriculum Studies, \*European Education

Geography curriculum and examinations in European secondary schools are discussed. Intended as a research tool for use by educational planners and curriculum developers, the report compares geography teaching in 18 European countries by analyzing data from 1971 and 1974 questionnaires completed by educational officials of the Council of Europe. Chapter I presents information on the changing status of secondary level geography instruction. Chapter II identifies aims of the new geography as increased understanding of spatial dimensions, interaction of man and environment, stimulation of environmental protection, and increased acceptance of cultural pluralism and other life-styles. Chapter III compares four types of course syllabi—traditional, interdisciplinary, human, and limited—and presents selections of material from various textbooks. Chapter IV identifies the main resources in geography instruction as globes, maps, audiovisual aids, reprographic devices, library facilities, and mathematical aids. Chapter V discusses testing in different countries and compares feedback from various types of evaluation. Chapter VI describes teacher training in European universities. Chapter VII discusses problems in geography instruction and recommends that courses for more academically able students be stressed and that teaching conditions be improved. Tables and diagrams are included. (Author/DB)

ED 133 271 SO 009 687

Education in Asia: Reviews, Reports, and Notes.

Number 8.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Report No.—BKR-75-RHM-477-2600

Pub Date—Sep 75

Note—70p.; For a related document, see ED 114 304

Available from—UNIPUB, P.O. Box 43, Murray Hill Station, New York, New York 10016 (\$3.75 paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, \*Asian Studies, Case Studies, \*Comparative Education, \*Developmental Education, \*Educational Objectives, \*Educational Policy, \*Educational Programs, \*Educational Research, \*Educational Trends, \*Evaluation Methods, \*Geography Instruction, Human Geography, Interdisciplinary Approach, Physical Geography, Secondary Education, Skill Development, Tables (Data), Teacher Education, \*Testing, Test Results

Identifiers—\*Australia

This book consists of 14 selected papers that focus on the broad topic of Australian educational priorities. All the papers were originally presented at the Thirteenth Annual Conference of the Australian College of Education, which was held in May 1972. Titles of the papers include "Responsibility (The Buntine Oration for 1972)," "Sociological Overview of Australian Society," "Educational Consequences of Social Change," "Resources Available for Education," "Priority for the Education of Tech-



nicians," "Priority in Multimedia Education Programmes," "History's Future in the Secondary School," "Priorities in Tertiary Education," "Human Values: A Priority in Australian Education," "Teachers-A Forgotten Priority," "Priorities Within Aboriginal Education," "Social Consequences of Educational Change in Papua and New Guinea," "Priorities in the Implementation of Educational Change," and "Assessment of Priorities." (JG)

ED 133 808 EA 009 028

**Educational Perspectives in Papua New Guinea.** Australian Coll. of Education, Carlton, Victoria. Pub Date—74  
Note—201p

Available from—The Australian College of Education, 916 Swanston Street, Carlton, Victoria, Australia 3053 (\$3.80 surface mail, \$7.60 airmail)

**EDRS Price MF-50.83 HC-\$11.37 Plus Postage.**

Descriptors—Administrator Education, Agricultural Education, Curriculum Development, "Educational Development, Educational Objectives, "Educational Policy, "Educational Programs, Elementary Secondary Education, Higher Education, Mathematics Instruction, Post Secondary Education, "Program Descriptions, Social Studies, Student Behavior, Teacher Education, Technical Education, Theological Education

Identifiers—Australia, "Papua New Guinea

This book consists of 19 selected papers that focus on the broad topic of education in the South Pacific. All the papers were originally presented at the Fifteenth Annual Conference of the Australian College of Education, which was held in May 1974. Titles of the papers include "Educating for Self Reliance (the Buntine Orator for 1974)," "The Need for a Cultural Programme: Personal Reflections," "Education for What?" "Cognitive Development and the Papua New Guinea Education System: Some Findings," "Monitoring Educational Development in a Foreign Culture—Spotlight the Problem Areas," "South Pacific Educational Resolve," "Curriculum Development in Primary Education: The Papua New Guinea Situation," "Devils or Angels? Pupil Misdeeds in Papua New Guinea Primary Schools," "A Study on Mathematics in Papua New Guinea," "Secondary Social Science in Papua New Guinea—Developmental Success, Implementation Failure?" "The Place of Agriculture in the School Curriculum," "Power over the Environment—An Attitude to the World," "A Relevant Technical Education," "Difficulties in Improving the Quality of Teachers in Papua New Guinea," "The 1971 Report on Higher Education in Papua New Guinea—A Look Backwards and Forwards," "Theological Education in Papua New Guinea," "Selecting and Training Papua New Guinea Educational Administrators," "W.G. Groves: His Work and Influence on Native Education Especially in Papua and New Guinea," and "Nicholas N. Mikluho-Maklai (1846-1888), Pioneer Educator in New Guinea and Melanesia." (JG)

ED 133 857 EA 009 111

*Chernouxamadov, S. Ch.*

**The Historical Development of Education in Uzbekistan.** IIEP Seminar Paper: 12.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—39p; A contribution to the IIEP Seminar on "The Planning of Learning Arrangements of all Kinds for Local Communities" (December 9-17, 1974); For related documents, see EA 009 106-111 and EA 009 113-116; Some pages may be marginally legible due to print quality of original. Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (3.00 francs)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Asian History, "Educational Development, "Educational History, Elementary Education, Higher Education, "Literacy Education, "Social History, Tables (Data)  
Identifiers—"USSR (Uzbekistan)

The author provides a history of the development of educational programs in Uzbekistan, emphasizing the literacy programs. (IRT)

ED 133 858 EA 009 112

*Bennett, N. Vorapitana, K.*

**Towards Community-Centered Education for National Harmony and Development in Thailand.** IIEP Seminar Paper: 13.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—32p; A contribution to the IIEP Seminar on "The Planning of Learning Arrangements of all Kinds for Local Communities" (December 9-17, 1974)

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (3.00 francs)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—"Adult Basic Education, Citizen Participation, "Continuous Learning, Educational Innovation, Elementary Education, Evening Classes, "Literacy Education, "Nonformal Education, Regional Programs, "Rural Education  
Identifiers—"Thailand

Though various adult and nonformal adult education programs have existed in Thailand over the last half-century, up to quite recently most of these remained second-class copies of the full-time formal school system. The new adult education programs concentrate on creating situations and raising issues relevant to the villagers' environment. The programs encourage villagers to discuss their problems among themselves and to examine various possible alternative solutions. Through sharing their own experiences in class and in other semiformal activities, the villagers find solutions to their problems and gradually master the process of "Khit Phen." Descriptions are given of three programs that are currently in operation—the functional literacy program, newspaper reading centers, and the school equivalency adult education curricula—and of three programs in the planning stage—a skill training system to meet the needs of villagers, lifelong education centers, and regional adult education centers. (Author/IRT)

ED 133 859 EA 009 113

*Kinanda, M. J.*

**Experiences in Tanzania in Identifying and Satisfying Local Needs in Education.** IIEP Seminar Paper: 14.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—31p; A contribution to the IIEP Seminar on "The Planning of Learning Arrangements of all Kinds for Local Communities" (December 9-17, 1974); For related documents, see EA 009 106-111 and EA 009 113-116

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (3.00 francs)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—"Adult Basic Education, "Adult Literacy, "Community Development, "Community Education, Developing Nations, "Educational Development, Educational Needs, Literacy Education, Political Influences, Primary Education, Program Descriptions, "Rural Education  
Identifiers—"Tanzania

Tanzania inherited a basically illiterate population that is largely rural. Hence, Tanzania is according

top priority to rural development. Education is a vital input but its impact depends not only on the quality and relevance of the education given but also on its interaction with complementary inputs in agriculture, small-scale industry, irrigation, health, nutrition, and other aspects of family life. The functional literacy campaign and other educational programs for adults are intended to provide the kinds of basic skills and knowledge needed by the local community. Formal education is linked to nonformal and informal education in community education centers. Decentralization of control and power provides the platform for proper coordination and effective and intensive utilization of local personnel, finances, and materials. (Author/IRT)

ED 133 860 EA 009 114

*Lourie, S.*

**Design of a Regional Educational Plan. An Illustration: Informal Education in the Highlands of Guatemala.** IIEP Seminar Paper: 15.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—23p; A contribution to the IIEP Seminar on "The Planning of Learning Arrangements of all Kinds for Local Communities" (December 9-17, 1974); For related documents, see EA 009 106-111 and EA 009 113-116

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (3.00 francs)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—"Adult Literacy, Decentralization, Governmental Structure, "Literacy Education, Organization, Primary Education, Program Descriptions, "Regional Planning, Regional Programs, "Rural Education  
Identifiers—"Guatemala

The purpose of this paper is to describe and reflect on an attempt to create a regional educational plan that uses parts of the existing governmental structure. The idea is to create a shortcut in linking educational producers with consumers. The design stage is analyzed to establish the credibility of the program's organizational structure. The program is intended to use informal and formal education in bringing literacy to the largely poor and illiterate population of the highlands of Guatemala. (Author/IRT)

ED 133 862 EA 009 116

*Ahmad, Zulfiqar Mirza, Munawar*

**The Financing of Privately-Managed Schools in the Punjab. Financing of Educational Systems: Specific Case Studies - 10. IIEP Research Reports 1.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—109p; For related documents, see EA 009 106-111 and EA 009 113-116

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (6.00 francs)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Case Studies, "Developing Nations, Educational Development, "Educational Finance, Elementary Secondary Education, Enrollment, Expenditure Per Student, Nonpublic School Aid, Parochial Schools, "Private Schools, Tables (Data)

Identifiers—"Pakistan (Punjab)

The present study aims at identifying the nature and extent of private effort in providing formal education in the province of the Punjab, with special reference to financial motivations. The specific objectives of the study were (1) to give a historical description of the emergence of the system of privately managed schools; (2) to describe the role of the private sector in the financing of formal education.

tion; (3) to analyze people's motivations for supporting the privately managed schools financially; (4) to identify the various sources of finance for these schools; (5) to assess the future role of the private sector in the Punjab; and (6) to examine the international implications of the system of privately managed institutions, particularly for the developing countries. (Author)

ED 133 863

EA 009 122

Lyons, Raymond F.

**Primary School Inspection in Venezuela. The Organization and Staffing of the Primary School Inspectorate: Case Studies - 5. IIEP Research Report 15.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-RR-15

Pub Date—75

Note—133p.; Some pages may be marginally legible due to print quality of original

Available from—IIEP Publications, 7-9 rue Eugene-Delaurois, 75016 Paris, France (6.00 francs)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Educational Administration, Educational Change, \*Federal Programs, \*Occupational Information, Primary Education, State Departments of Education, \*State Supervisors, Supervisors, \*Supervisory Activities

Identifiers—\*Venezuela

This paper proceeds from the premise that, if inspection is to be useful to the teachers, the school, and educational authorities, certain basic conditions regarding the nature and quality of education and of the organization, staffing, and functions of the inspectorate need to be fulfilled. The paper, therefore, begins with an examination of first-level education. It seeks to identify in a number of respects the elements of a complete system of first-level education that have still to be established or improved and that form the basis for the activities of the inspectorate. In the second part of the paper, the organization of the inspectorate at the national level and the succession of structural changes that have influenced the scope and content of its work are examined. Also examined are the functions of the inspector and the various types of inspecting assistants at the regional, zonal, and district levels in urban and rural areas. The matters of staffing and training in relation to needs for inspecting personnel are also considered and certain conclusions are reached. (Author/IRT)

ED 133 864

EA 009 123

Pritchard, Mervyn W.

**Primary School Inspection in Zambia. The Organization and Staffing of the Primary School Inspectorate: Case Studies - 6. IIEP Research Report 16.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—140p.

Available from—IIEP Publications, 7-9 rue Eugene-Delaurois, 75016 Paris, France (6.00 francs)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Curriculum, Educational Facilities, Federal Programs, \*Occupational Information, Primary Education, \*State Supervisors, \*Supervisory Activities, Teacher Education

Identifiers—\*Zambia

The first main section of the paper consists of a description and analysis of some of the main features of primary education in Zambia at the present time, and, against the developments that have taken place since independence in 1964. The purpose of this section is to outline the context within which the system of primary inspection in the country operates. The second section reviews the structure, staffing, and activities of the primary inspectorate

and its relationship with other branches of the education service and attempts some appraisal of the contribution that inspection is making to the improvement of primary education in the country. The third, and final, section summarizes the conclusions reached and the suggestions put forward for developing the system of inspection. (Author)

ED 133 865

EA 009 124

Bennett, Nicholas

**Problems of Financing the Thai Educational System During the 1960s and 1970s. Financing Educational Systems: Country Case Studies 3.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—232p.

Available from—Unipub, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$9.90)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Budgeting, Costs, Developing Nations, \*Economic Development, \*Economic Factors, \*Educational Change, \*Educational Development, \*Educational Finance, \*Educational Planning, Elementary Secondary Education, Enrollment, Expenditure Per Student, Prediction, Primary Education, Tables (Data), Unit Costs

Identifiers—\*Thailand

The purpose of this study is to estimate the financial resources required by the educational system during the 1970s. Part I analyzes the past development of education costs and budgets and explains crucial aspects of the economy. Part 2 concentrates on the future. It makes alternative enrollment projections through to 1980 and examines five alternatives that reflect philosophies currently held by various educational leaders in Thailand. Then total government expenditures, assuming no change in financing policies, were calculated for each of the alternative enrollment projections. From these calculations it was seen that if no new financial resources are made available for education, the government will have to devote between 4.0 and 4.4 percent of its gross domestic product to education in 1980 as compared to only 3.2 percent in 1970. In the final part of the study, various new financing or cost-saving proposals are worked out. Some of these can be quantified, while others will require considerable research before they can be implemented. (Author/IRT)

ED 133 866

EA 009 125

Chau, Tu Ngoc; Caillods, Francoise

**Educational Policy and Its Financial Implications in Tanzania. Financing Educational Systems: Country Case Studies 4.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—140p.

Available from—Unipub, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$8.25)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Costs, Developing Nations, \*Economic Development, Economic Factors, \*Educational Development, \*Educational Finance, Educational History, \*Educational Policy, Elementary Secondary Education, Prediction, \*Primary Education, Social Factors, Tables (Data)

Identifiers—\*Tanzania

The main aim of this paper is to analyze Tanzania's educational policy. Its starting point is an examination of the strong interrelationship between the country's educational policy and its social and economic objectives. How the educational policy has been implemented, how the various levels and types of education have developed, and what the trends of expenditure and costs have been are pre-

sented. An attempt is made to see how the educational system might evolve on the basis of its own dynamic, on the basis of changes being contemplated at present, and on the basis of the government's long-term objectives. Finally, the effect of this development on costs and expenditures is assessed. At present all educational expenditures are financed by the central budget. The increase in educational expenditures will, therefore, depend largely on the trends of public revenue and on the allocation of public resources to the various functions of the state. (Author/IRT)

ED 133 868

EA 009 127

Lyons, Raymond F.; Pritchard, Mervyn W.

**Primary School Inspection: A Supplement for Service for Education.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—76

Note—135p.

Available from—IIEP Publications, 7-9 rue Eugene-Delaurois, 75016 Paris, France (10.00 francs)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Developing Nations, Organization, \*Primary Education, \*State Supervisors, Supervisors, \*Supervisory Activities, Teacher Evaluation, \*Teacher Supervision

Identifiers—Algeria, Ministries of Education, Nigeria, Pakistan, Peru, Venezuela, Zambia

The first section of this summary report is directed to an examination of the nature of the functions of inspection in the six countries examined—Algeria, Nigeria, Pakistan, Peru, Venezuela, and Zambia—and consideration of the content of effective monitoring of and advising on the work of teachers and schools. Conditions that make it possible for inspection to achieve valuable results are discussed. In the second section, these preconditions are related to some common features of the state of primary education in the six countries in order to identify some of the main development problems to be found in them and the implications of these problems for inspection; namely that there are certain minimum preconditions for inspection to be effective. The third section analyzes the results of the study of the organization and functions of primary school inspection. Finally, the report presents some conclusions and recommendations, it being clearly understood that there is no model or ideal situation regarding inspection activities against which the situation in each country can be compared. Certain principles and guidelines that may be followed by educational personnel responsible for planning and controlling inspection are, however, stated. The appendices examine the specifics in each country examined. (Author/IRT)

ED 133 869

EA 009 128

Padhye, Nilakantha Rao

**Financing First-Level and Second-Level Education in Nepal. Financing Educational Systems: Specific Case Studies 8.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—76

Note—99p.

Available from—IIEP Publications, 7-9 rue Eugene-Delaurois, 75016 Paris, France (6.00 francs)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Attendance, Costs, Decentralization, \*Developing Nations, \*Educational Administration, Educational Change, \*Educational Finance, Elementary Secondary Education, Enrollment Trends, \*Expenditure Per Student, Finance Reform, Tables (Data)

Identifiers—\*Nepal

The main objectives of this report are to analyze the Nepalese experience in educational finance be-

tween 1965-66 and 1969-70 while a major educational reform was being implemented; to assess the general effects of the decentralization of educational finance on the levels and sources of finance; to assess the effects of this decentralization on first- and second-level school enrollments in areas where universal, free, compulsory education was introduced and to compare them with other areas; and to evaluate the differences in achievement between the areas. (Author/IRT)

**ED 133 877** EA 009 136

*Churchill, Stacy*

**The Peruvian Model of Innovation: The Reform of Basic Education. Experiments and Innovations in Education No. 22.** International Bureau of Education, Geneva (Switzerland).

Pub Date—76

Note—64p

Available from—Unipub, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$2.35)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Developing Nations, \*Educational Change, Educational History, \*Educational Innovation, Elementary Education, Federal Programs, Models, Nonformal Education, Organization

Identifiers—\*Peru  
This study subdivides chronologically into two portions. The first deals with the conception of the reform and the circumstances leading up to the publication of the scope of the reform, the institutional infrastructure, and the processes of innovation. These subtopics correspond to the division into objectives, means, and processes. The scope of the reform is analyzed in the light of four categories of innovation: objectives and functions, organization and administration, rules and role relationships, and curriculum. This framework permits the analysis of two types of innovation. The first is innovation consisting in changing the infrastructure so as to create (or eliminate) institutions or to change institutionalized relationships within the infrastructure. The second is innovation by the institutions themselves. (Author/IRT)

**ED 134 109** HE 008 590

*Tapingka, Amnany, Ed.*

**Higher Education and Economic Growth in South-east Asia.** Regional Inst. of Higher Education and Development, Singapore.

Pub Date: 76

Note—96p; For related studies, see HE 008 588-590

Available from—Regional Institute of Higher Education and Development, CSSDI Building, Heng Mui Keng Terrace, Singapore 5 (\$6.00)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Campus Planning, Costs, \*Developing Nations, Educational Demand, \*Educational Economics, \*Educational Supply, \*Foreign Countries, Government Role, Growth Patterns, \*Higher Education, \*Manpower Needs, School Expansion, Universities

Identifiers—\*Asia (Southeast), Indonesia, Malaysia, Singapore, Thailand, Vietnam

This research project, which was originally mounted in five countries—Indonesia, Malaysia, Singapore, Thailand, and Vietnam—is concerned with four key questions. They are: (1) What are the social and economic forces that contribute to the rapid expansion of universities in Thailand, Malaysia, Indonesia, and Singapore? (2) What are the monetary and nonmonetary costs and benefits of this expansion? (3) Is this expansion warranted by or necessary for economic growth? (4) If the expansion is unwarranted, what steps can government and universities take to reduce the pressures for expansion, while still supplying vital skills needed for development? (Author/LBH)

**ED 134 439** SE 021 766

*Horn, B. Ray*

**Final Report of Environmental Education Mission to South Asia in 1975 - Overview.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.

Pub Date—[76]

Note—82p; Contains occasional light and broken type

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**

Descriptors—Communications, \*Educational Programs, \*Environment, \*Environmental Education, Instructional Materials, \*International Education, Personnel, \*Program Planning

Identifiers—\*Asia (South), \*UNESCO

The purpose of this report is to provide the emerging UNESCO-UNEP International Environmental Education Programme with useful firsthand knowledge about some of the current and potential environmental education programs, personnel, materials, organizations, constraints, and strategies within UNESCO's South Asian region. The report is organized into six summaries covering the following areas: (1) South Asian Environmental Education Program Materials; (2) South Asian Environmental Education Program Personnel; (3) South Asian Environmental Education Related Organizations; (4) South Asian Environmental Education Related Programs; (5) Major South Asian Environmental Education Program Constraints; and (6) Major South Asian Environmental Education Program Strategies. For the purpose of this report South Asia is defined as Sri Lanka, Nepal, Bangladesh, Pakistan, Afghanistan, and Iran. (Author/RH)

**ED 134 487** SO 009 688

**Education in Asia: Reviews, Reports, and Notes.**

**Number 9.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Report No.—BKR-76-RHM-2-2600

Pub Date—Mar 76

Note—46p; For a related document, see ED 114 304

Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$3.75 paperback)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Asian Studies, \*Comparative Education, \*Developing Nations, Educational Change, \*Educational Development, Educational Objectives, Educational Planning, Educational Trends, Elementary Secondary Education, Higher Education, Literature Reviews, Nonformal Education, \*Non Western Civilization, Socioeconomic Influences, Teacher Education, Technical Education

Identifiers—\*Asia

A report on the educational system of Iran along with reviews and reports of recent documents selected from the collection of the Unesco Regional Office for Education in Asia comprise this document. The article on the new Iranian educational system describes changes at the secondary level as a result of rapid socioeconomic development and new governmental directives in 1974. Topics discussed are the need for revision, principles and objectives of revision, bases of general education, school structure, and characteristics of the new secondary system. Concern with integration of societal, individual, and religious needs is expressed in all aspects of the curriculum revision. Tables illustrating the hours students spend per week studying mathematics, science, literature, culture, social science, and technical subjects are included in the information and annotations on: (1) the growing interest in nonformal education in Asia; (2) education of higher education in Burma; (3) educa-

tional development in the Republic of Korea; and (4) the changing pattern of teacher education in Malaysia. An annotated list of documents related to Asian education concludes the document. (Author/DB)

**ED 134 509** SO 009 744

*Hoffman, Ellen, Ed.*

**Impressions of Education in Japan: A Report of the Educational Staff Seminar Tour, December 3-20, 1973.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date—[74]

Note—93p.

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**

Descriptors—\*Asian Studies, \*Comparative Education, Educational Facilities, Educational Methods, Educational Objectives, Elementary Secondary Education, Foreign Countries, Government Role, Higher Education, \*Instructional Tools, Political Influences, \*School Systems, \*Social Environment

Identifiers—\*Japan

Twenty-one American educational researchers and policy makers present their impressions of education in Japan. Compiled as a result of a two and a half week Educational Staff Seminar tour of Japan in 1972, the articles describe public and private schools, factories, museums, educational television studios, monasteries, shrines, and the Japanese Parliament. As background for the study tour, the participants talked with Japanese scholars, politicians, labor leaders, students, government officials, businessmen, and Zen Buddhist priests. The first article discusses the social and political life and identifies the elements of perceiving Japan from a Western perspective. Subsequent articles discuss the role of the Japanese government in education, early childhood education, education of the handicapped, educational research, science and vocational education, cultural education, social welfare services, the status of women, and educational television. Appendices include a directory of the staff of the Japan Center for International Exchange, a roster of participants of the study tour, and a listing of Educational Staff Seminar Programs in 1973. (Author/DB)

**ED 134 517** SO 009 765

*Arpanewicz, Nellie*

**The Educational System of Poland. Education around the World.**

Office of Education (DHEW), Washington, D.C. Report No.—OE-76-19123

Pub Date—76

Note—19p; For related document, see SO 009 766 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (stock no. 017-080-01511-1, \$0.40 each, minimum order \$1.00)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**

Descriptors—Admission Criteria, \*Comparative Education, \*Curriculum, Degrees (Titles), Educational Administration, Educational Change, Educational Finance, Educational History, Educational Policy, Elementary Secondary Education, \*Foreign Countries, Graduation Requirements, Higher Education, Instructional Program Divisions, Preschool Education, School Systems, Teacher Education, Vocational Education

Identifiers—\*Poland

Polish education is described in terms of its history, structure, legal policies, and reforms. After having been controlled by various parties since the late 18th century, Polish education is now consolidated under two administrative bodies, one for elementary and secondary education and one for higher education. At all levels, education is free. Polish is the primary language of instruction. Four years of noncompulsory preschool are available, followed by eight years of compulsory elementary grades for which the curriculum is uniform throughout the country. During the four or five years of

secondary education, students may attend general education lycums and post-lyceum schools, technical/vocational schools, or basic vocational schools, depending on their plans for university study or immediate entry into agricultural or industrial trades. Teacher education begins in special secondary level study centers and continues at the university level. Higher education requires four to six years of study for the first degree, depending on the institution and field of study. A table shows 20 general and technical universities with locations and with fields of study, called faculties. Admission requires a secondary school Certificate of Maturity and a passing grade on an entrance examination. Reforms planned for 1978 include equal eight-year elementary education for urban and rural youth, teacher training, and redesigned curriculum. (AV)

**ED 134 518** SO 009 766

*Nemeth, Edward J.*  
**The Educational System of Venezuela. Education around the World.**

Office of Education (DHEW), Washington, D.C. Report No.—OE-75-19120  
Pub Date—76

Note—18p; For related document, see SO 009 765 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. D0402 (stock no. 017-080-01448-3, \$1.10)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**

**Descriptors—**\*Comparative Education, \*Curriculum, Drgrees (Titles), Educational Administration, Educational Change, Educational History, Educational Policy, Elementary Secondary Education, \*Foreign Countries, Higher Education, Instructional Program Divisions, Preschool Education, School Systems, State Church Separation, Teacher Education, Vocational Education  
**Identifiers—**\*Venezuela

History, structure, legal bases, and planned reforms of the educational system of Venezuela are discussed. The conflicting roles of church and state in administering education have been reconciled within the past two decades, with resultant increases in enrollment and government financing. Curriculum regulation, coordination, and supervision are centralized within the Ministry of Education, and implementation, evaluation, and technical aspects of programs are managed by eight regional offices. Private education exists separately. The present educational structure begins with a pilot preschool program being extended throughout the country. Following completion of the six-year primary school, students enter the three-year basic cycle of secondary school and continue to a diversified cycle of either two years for general/academic education or two to three years for technical or normal training of primary and preschool teacher preparation. At the higher education level, qualified students enter either a five-year university program, a four-year program at a teacher-training institute, or a course in a polytechnic or technical junior-college-type institution. Approximately 80% of the students preparing for university study specialize in the sciences. Elements of the 1976-80 educational plan emphasize development of human resources and physical facilities and more effective financing of public education. (Author/AV)

**ED 134 883** CG 011 058

*Kitley, Philip J.*  
**The Vancouver Elementary Schools Area Counsellor Services and the Area Counsellor Training Program. A Study Prepared for the Vancouver School Board. Research Report No. 75-03.**  
Vancouver Board of School Trustees (British Columbia). Education Services Group.

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Consultation Programs, \*Counseling Services, \*Counselor Training, Educational Research, Elementary Education, \*Elementary School Counsellors, \*Elementary School Guidance, \*Field Interviews, Program Evaluation, Surveys  
**Identifiers—**\*British Columbia (Vancouver)

This study is concerned with an examination of the area counsellor services in Vancouver elementary schools and the support program of training for area counsellors. Information, opinions and suggestions were sought from a wide number of individuals and agencies having some connection with or interest in the services. It is recognized first of all that the area counsellors are providing a service which it would be difficult or impossible to replace. Several things combine, however, to hinder it from being as effective as it could be. These are dealt with in the recommendations which suggest an adjustment of the work load. This involves a careful setting down of priorities, greater understanding among staff and other specialists of the role of the area counsellor, and avoidance as far as possible of duplication of effort. Continuity of service at each school is also an important factor. The flexibility and continuing revision of the training program are commended. The practicum, recently introduced, is an important addition, and should be developed and extended, so that the trainee is able to experience as far as possible what it means to be an area counsellor. The program can offer a unique in-service training providing as it does practical preparation through involvement with the working operations of the schools and their related specialists and agencies. In sum it can be said that Vancouver elementary schools would be much the poorer without the area counsellor services, supported as they are by a preparation program virtually impossible to parallel. (Author)

**ED 134 977** CS 003 253

*Grundin, Hans U.*  
**The Reading and Writing Abilities of Swedish Pupils: A Survey of the Development from Grade 1 to Grade 12.**

Pub Date—75  
Note—13p; Paper presented at the Annual Meeting of the United Kingdom Reading Association (12th, Manchester, England, July 28-August 1, 1975); Best copy available

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**

**Descriptors—**Academic Ability, \*Composition Skills (Literary), Dropouts, Elementary Secondary Education, \*Reading Achievement, Reading Development, \*Reading Research, Social Class, Socioeconomic Status

**Identifiers—**\*Sweden

A study of the reading and writing abilities of students aged 7 to 19, in Linköping, Sweden, was conducted from 1971 to 1975 and contained two parts: a survey of the development of certain reading and writing skills and an attempt to establish the extent to which pupils leaving school had reached satisfactory levels of reading and writing skills. This paper briefly summarizes and comments on the most important results of that study. Discussion follows the general development of reading and writing abilities, growth rates of different ability levels, performance differences between classes of the same grade, the relationship between performance and socioeconomic status, functional reading ability among school leavers, teachers' estimates of min-

**ED 135 047** EA 009 117

*Badonon, Stevan*  
**Financing of Education in Yugoslavia. Financing of Educational Systems: Specific Case Studies - 9. IIEP Research Report: 2.**  
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.  
Pub Date—75  
Note—29p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (6.00 francs)  
**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Case Studies, \*Educational Finance, \*Educational Policy, Elementary Secondary Education, Financial Policy, Post Secondary Education, Program Descriptions, \*Program Development, Tables (Data)  
**Identifiers—**\*Yugoslavia

This study describes the gradual adaptation of the methods of financing education to the objectives of development policy in Yugoslavia. The first chapter deals with the development of Yugoslav economic and its financing in the context of economic growth during the period 1950-1966. The second chapter describes and analyzes the present Yugoslav educational finance system (which was adopted in 1972) with particular attention to the sources of finance and their distribution to and within educational establishments, as well as methods of redistribution in order to assist less-developed regions. The third chapter gives a tentative qualitative and quantitative appraisal of the present educational finance system, and the conclusion discusses the future development of this system. (Author/JG)

**ED 135 048** EA 009 118

*Cruz, Leopoldo Calado, Rene R.*  
**Financing Secondary Education in the Philippines. Financing of Educational Systems: Specific Case Studies - 11. IIEP Research Report: 4.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.  
Pub Date—75  
Note—192p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (6.00 francs)  
**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Case Studies, \*Developing Nations, \*Educational Finance, Educational Policy, Expenditures, Financial Policy, Program Costs, \*Program Descriptions, \*Secondary Education, Statistical Data, Tables (Data)  
**Identifiers—**\*Philippines

This report describes the Philippine secondary educational system, with particular emphasis on the system of financing different types of secondary schools. Part 1 presents an introductory overview of the Philippine educational system, emphasizing the secondary school system in particular. Part 2 describes the methods of financing different types of secondary schools, including public high schools, barrio high schools, private secondary schools, and public secondary vocational schools. Part 3 presents statistical data on secondary school enrollment, teachers, and schools, as well as on program costs and expenditures for secondary education. Part 4 presents a case study of Masaya Barrio Development High School, and describes a study of a sample of 143 barrio high schools. Part 5 discusses the fu-

ED 135 049

EA 009 119

Pritchard, Mervyn W.

**Primary School Inspection in Nigeria. The Organization and Staffing of the Primary School Inspectorate: Case Studies - 2. IIEP Research Report: 12.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—155p.

Available from—IIEP Publications, 7-9 rue Eugene Delacroix, 75016 Paris, France (6.00 francs)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrator Role, Agency Role, Case Studies, \*Developing Nations, \*Educational Administration, Educational Policy, \*Elementary Education, \*Inspection, Program Descriptions, Tables (Data)

Identifiers—\*Nigeria

This study of primary school inspection in Nigeria was carried out in May and June 1973. Questionnaires on the organization, staffing, and duties of the primary inspectorate were sent in advance to the Chief Inspectors of Education in five of Nigeria's 12 states. Information gathered through these questionnaires, supplemented by personal discussions, provides most of the descriptive material for the paper. The first part of the paper begins with a brief discussion of the role of the inspectorate in the development and maintenance of educational standards and suggests factors that need to be considered in assessing the effectiveness of the inspectorate's contribution. The second part consists of a descriptive account and analysis of the primary inspection system in each of the five states visited as it relates to the current educational situation in those states. The third part collates the main conclusions drawn from the individual state studies and offers suggestions for future development in light of the general principles discussed in the first part. (Author/JG)

ED 135 050

EA 009 120

Pritchard, Mervyn W.

**Primary School Inspection in Pakistan. The Organization and Staffing of the Primary School Inspectorate: Case Studies - 3. IIEP Research Report: 13.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—77p.

Available from—IIEP Publications, 7-9 rue Eugene Delacroix, 75016 Paris, France (6.00 francs)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Agency Role, Case Studies, \*Developing Nations, \*Educational Administration, Educational Policy, \*Elementary Education, \*Inspection, Program Descriptions

Identifiers—\*Pakistan

This study examines the functions and methods of Pakistan's primary school inspectorate as they relate to instructional improvement and suggests practical changes in the inspectorate's staffing, operation, recruitment, and training practices where appropriate. Most of the data for the study were gathered by a UNESCO consultant during a study tour that was designed by the Pakistan Ministry of Education and Provincial Coordination. The first section of the paper describes and analyzes the present nature and conditions of primary education against a background of recent educational trends and Pakistan's proposed New Education Policy. The second and lengthiest section examines the organization of primary inspection in Pakistan and the

ED 135 051

EA 009 121

Lyons, Raymond F.

**Primary School Inspection in Peru. The Organization and Staffing of the Primary School Inspectorate: Case Studies - 4. IIEP Research Report: 14.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—80p.

Available from—IIEP Publications, 7-9 rue Eugene Delacroix, 75016 Paris, France (6.00 francs)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Agency Role, Case Studies, \*Developing Nations, \*Educational Administration, Educational Policy, \*Elementary Education, \*Inspection, Program Descriptions

Identifiers—\*Peru

This study considers the ways in which recent major changes in Peruvian education (particularly primary education) will affect the organization and effectiveness of the school inspectorate. It also attempts to identify problems that are likely to arise as a result of the confrontation between traditional and new educational approaches and attitudes. Most of the data for the study were gathered by a UNESCO consultant during a 1973 study tour of the Lima, Arequipa, and Trujillo regions. The first section of the paper examines the present situation in Peruvian education and the changes in organization and content that are envisaged. The second and lengthiest section describes the school inspectorate and discusses its functions in light of the situation described in section 1. The third and final section summarizes the study's main conclusions. (JG)

ED 135 483

PS 009 117

Karlsen, Alfred Lennart

**Preschool, Primary School, and Middle School Educational Practices in the People's Republic of China Today: A First Hand Report.**

Pub Date—[74]

Note—12p.; For related document, see ED 131 938

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Chinese, \*Early Childhood Education, \*Educational Objectives, Educational Philosophy, \*Educational Practice, \*Elementary Secondary Education, \*Foreign Countries, Preschool Education, School Attitudes, Teacher Education, Values

Identifiers—\*China

This paper records observations made on a tour of educational settings in the People's Republic of China. Discussed are the philosophy and aims of current Chinese education, curriculum practices in the preschool, primary and middle school and in teacher training institutions, The Little Red Soldiers programs and the Children's Palaces. Educational practices are influenced greatly by Maoist ideology. Preschools stress group activities and most have few toys or other physical props in comparison with their American counterparts. Kindergarten curriculum stresses physical development, but some attention is given to art and rudimentary language skills. In primary school, academic instruction and the study of Maoist teachings are begun. In middle school, the curriculum becomes specialized and much more time is spent in factories or on communes where children are taught to respect manual labor. Primary and middle schools are very formal. At age 17 all men and women are assigned to work in a factory or on a farm for two years. Members of the neighborhood party make recommendations for further education. Individuals recommended for teacher education receive two years of training, with half of the last year spent in practical experience under a master teacher. A nationally sponsored program that emphasizes citizenship training. The Lit-

grams sponsored by The Little Red Soldiers. Children's attitudes and school behavior are briefly discussed. (SB)

ED 135 488

PS 009 125

Clifford, Howard

**Status of Day Care in Canada 1976: A Review of the Major Findings of the National Day Care Study 1976.**

Department of National Health and Welfare, Ottawa (Ontario).

Pub Date—76

Note—25p.; Paper is presented in English and French; This review covers the 1976 major findings of the National Day Care Center of Ottawa, Ontario KIA 1B5

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age Groups, Child Care Centers, Cooperatives, \*Day Care Programs, \*Day Care Services, \*Early Childhood Education, Elementary School Students, \*Enrollment, Foreign Countries, Infants, \*National Surveys, Preschool Children, Questionnaires, \*Statistical Data

Identifiers—\*Canada

This document presents a general overview of day care services in Canada. This study is part of a continuing study by the National Day Care Information Centre to obtain information concerning day care services and degree of unmet need, and to provide a basis for evaluating the impact of federal policies in the day care field. The National Day Care Information Centre gathered data as of March 31, 1976 regarding the growth experienced in day care centres offering full day care and those offering lunch and after school programs. The number of day care spaces increased from 69,952 in 1975 to 83,520 in 1976—a gain of 19.40%. This is substantially lower than the rate of increase in 1974 and somewhat lower than the rate of increase in 1975. These percentages remained relatively unchanged from 1975: 18.38% of children aged 3-5, 4.30% of children under age 3, and .49% of children aged 6 to 15, all of working mothers, are enrolled in day care. The number of day care spaces under the auspices of parent cooperatives experienced a further decrease: from 1974 to 1975 by 12.78% and in 1976 by 41.99%. Centres under public, community, and commercial auspices experienced a modest increase. Observations suggest that the rate of growth in day care in 1977 will be significantly lower than in 1976. (Author/MS)

ED 135 535

RC 009 691

Haque, M.

**Rural Education in Bangladesh - Problems and Prospects. IIEP Seminar Paper: 23.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—31p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75016 Paris (France) (\$0.60)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Community Involvement, \*Developing Nations, \*Educational Development, Foreign Countries, Futures (of Society), \*Institutional Role, Local Government, National Programs, \*Nonformal Education, Organizations (Groups), Planning, Primary Education, Problems, Rural Areas, \*Rural Development, Secondary Education, Vocational Education

Identifiers—\*Bangladesh

As a land of extreme rural poverty and illiteracy, Bangladesh needs to consciously promote, develop, and support local institutions and participatory

constitutes the rationale for institutional planning, emphasizing local planning participation via local organizations, governments, and co-operatives working with governmental agencies that supply training and materials. Depending heavily upon systematized nonformal training programs, the Comilla experiment identified, trained, and educated rural leaders to act as change agents. Bangladesh's formal education system has traditionally emphasized the humanities, producing "gentlemen" contemptuous of labor and virtually unskilled. As the biggest institutional framework in Bangladesh, the formal school system has a great potential for providing basic education at the primary level and for "vocalizing" secondary education. However, the immediate needs of literacy and production suggest that Bangladesh focus upon a strategy for non-formal education that includes: multisectoral community action programs; decentralized planning and implementation; a national policy to coordinate activities; integrated development; self-reliant financing; maximum use of existing institutions and resources; research and evaluation; and target specific priorities. (JC)

ED 135 561 RC 009 726

*Stinner, William F. And Others*

**Sex Differentials in Educational and Labor Force Role Distributions in the Philippines.**

Pub Date—Aug 76

Note—49p; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-S0.83 HC-S2.06 Plus Postage.

Descriptors—Academic Achievement, Adults, Age, Census Figures, Cohort Analysis, Comparative Analysis, Employment Level, \*Females, Foreign Countries, Industrialization, \*Labor Force, Literacy, \*Males, Middle Aged, Occupations, Rural Population, \*Rural Urban Differences, Sex Differences, Statistical Data, Urban Population, Working Women, Young Adults  
Identifiers—\*Philippines, World Congress of Rural Sociology (4th)

The transformation of the educational and labor force role distribution of Filipino women, both absolutely and relative to Filipino men, under the impact of modernization was examined. The study aimed to: analyze differences in female educational and labor force role distributions by modernization level; compare the female educational and labor force role distribution to that of males by modernization level; and contrast sex differentials in educational and labor force role distributions by modernization level for a younger (25-34) and older (35-64) age cohort. Obtained from the 1970 Philippines population census, data were collected for both males and females aged 25-64 on literacy level of educational attainment; major field of study of associate, college and post-graduate degree holders; major and minor industry; major and minor occupation; and class of worker. Data were compiled for three residential categories: Manila, urban areas outside Manila, and rural areas. A combination of size-density and "urban characteristics" criteria was used in the 1970 census to delineate urban areas. Findings included: 72% of rural females aged 25-64 were literate, compared to 95% of Manila women in the same age range; the gap between males and females was largest in the rural areas; 3 of 5 rural women aged 25-64 had less than 5 years of formal schooling; and 2 out of 5 rural women aged 25-64 were engaged in farm laborer work roles. (NQ)

ED 135 607 SE 021 969

*Council of Europe News-Letter 3/76.*

Council of Europe, Strasbourg (France). Documentation Centre for Education in Europe.

Pub Date—Mar 76

Note—42p; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Education, Conference Reports, \*Educational Change, \*Government Role, Higher Education, \*International Education, \*Newsletters, Teacher Education  
Identifiers—\*Council of Europe, Europe

This newsletter consists of two parts, the first dealing with issues common to many European countries and the second with reports from 15 individual countries. Twelve of the 17 articles are written in English and the remainder are in French. Among the papers written in English are a conference report on the future training of teachers in Europe, 9 short papers on issues related to post-secondary education (from Austria, Denmark, Finland, Federal Republic of Germany, Greece, Ireland, Spain, Sweden, and the United Kingdom), a discussion of plans to merge nursery and primary education in the Netherlands, a report on coordination of teacher education in Norway, a summary of educational and cultural policy of the new government in Sweden, and a report on a Swedish survey of teaching materials and copyright agreements. (DT)

ED 135 696 SO 009 803

*Sala, Teresa*

**The Introduction of New Elements of Knowledge into Upper Secondary Education in Italy, 1971-1975. Education and Culture.**

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Report No.—CCC-EGT-76-16-E

Pub Date—76

Note—45p; Not available in hard copy due to poor legibility of original document

EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies, \*Communications, \*Comparative Education, Course Descriptions, Cultural Context, \*Cultural Environment, \*Educational Change, Educational Innovation, Educational Objectives, Educational Policy, Educational Trends, Experimental Curriculum, Foreign Countries, Interdisciplinary Approach, Scholar Community Relationship, Secondary Education, Socialization, Socioeconomic Influences, Technological Advancement  
Identifiers—Italy

Educational trends in Italy are investigated and case studies are presented of experimental courses in communications at five secondary schools. The study is arranged in five chapters. The first chapter examines the relationships among the creative process, the cultural context, and socio-economic influences. The second chapter presents the framework within which the main lines of innovation have developed. Topics discussed are basic assumptions of educational innovation, particulars of secondary schools in Italy, difficulties encountered with new knowledge and new practices, and factors which cause the new information to be adopted. Five case studies are presented in the third chapter. Each case study includes description of the course, objectives, content and organization of the experiment, and an assessment. The schools hosting the experimental courses are located in Rome, Milan, Lombardy, and Reggio Emilia. The courses deal with the languages and codes of communication technology, mass communication, the environment, school community relationship, and data processing. Chapter four discusses the relationship between machines and men in the Italian educational system, followed by presentation of summary and conclusions in chapter five. Factors identified as contributing to educational innovation are willingness to change objectives and experiment. Factors hindering change are traditional methods, social confusion, and divergent expectations. (Author/DB)

ED 135 711 SO 009 832

*Monk, Janice*

**Issues Confronting Geographic Educators in Europe and the USSR: The View from IGU.**

Pub Date—Nov 76

Note—15p; Paper presented at the Annual Meeting of the National Council for Geographic Education (San Francisco, California, November 24-27, 1976)

EDRS Price MF-S0.83 HC-S1.67 Plus Postage.

Descriptors—Changing Attitudes, \*Comparative Education, Curriculum Development, \*Educational Change, Educational Improvement, \*Educational Trends, Elementary Secondary Education, Environmental Education, Foreign Countries, \*Geography Instruction, Higher Education, Interdisciplinary Approach, Political Influences, Process Education, Social Sciences, Symposia

Identifiers—Europe, USSR

Major changes in European and Russian geography instruction primarily at the secondary level are reviewed and implications of these changes for American geographic education are suggested. The information on European and Russian education, taken from papers presented at the 1976 International Geographical Union meetings in the Soviet Union, indicates that changes in European geography instruction are widespread and are due mainly to three stimuli. First, the perception of the discipline of geography is changing. For example, Britain and West Germany are moving secondary school geography more towards the social sciences. Specific curriculum changes in eastern Europe are less clear, but a general interest is expressed toward modernizing geography teaching and stressing environmental education. The second stimulus is the increasing attempt of geographic educators to meet social demands such as orienting students towards particular ideologies, preparing them for employment, and dealing with social change and cultural diversity. The third stimulus for change is the integration of modern educational theories and practices such as problem solving, decision making, analysis, synthesis, and program evaluation into the geography curriculum. Suggestions for improving American geographic education include involving teachers in the process of change, diversifying curriculum materials, and preparing geographers for employment in business and government. References are included. (Author/DB)

ED 135 720 SO 009 845

*Rudvall, Guse*

**Interdisciplinary Teaching in the Human Sciences at the Senior Level of the 9-Year Comprehensive School in Sweden. Educational and Psychological Interactions, No. 56.**

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date—Apr 76

Note—49p; Paper presented at meeting of the Council of Europe's Committee for General and Technical Education (Strasbourg, Germany, March 3-5, 1976)

EDRS Price MF-S0.83 HC-S2.06 Plus Postage.

Descriptors—Comparative Education, Curriculum Design, Curriculum Planning, Educational Assessment, Educational Change, Educational Planning, \*Educational Problems, Interdisciplinary Approach, \*Religion, Secondary Education, Social Sciences, \*Social Studies, Teacher Education, Teaching Methods, Teaching Models, Team Teaching  
Identifiers—Sweden

This report, prepared for a conference organized by the Council of Europe, focuses on the interdisciplinary approach to the teaching of social sciences. It describes the situation of the social subjects and religion in grades 7-9 in Sweden's nine-year comprehensive school, according to the central curriculum of 1969. The social subjects are history, geography, and civics, and religion which includes

philosophy. Instructional goals are to help students become more motivated, independent, and cooperative. A major objective is to create a meaningful school situation characterized by team teaching, flexible scheduling, flexible grouping, and integration of subjects. Results of a survey conducted by the National Board of Education show that about one-fourth of the teaching of social subjects has been interdisciplinary. The greatest problem related to interdisciplinary teaching by teachers who are trained for subject teaching only is the need for careful long-term planning. Teachers find their teaching plans conflicting with the need for teaching current events and topics of student interest. National educational goals are defined as changing teacher training and developing good teaching models for the interdisciplinary approach. An example of a teaching plan for grade 7 is contained in the appendices. (ND)

**ED 135 749** SP 010 802

*Niss, Joan Sidham*  
**Ass't. in Service Education in England.**  
 Note—Feb 77

**Pub Date—19p.** Paper presented at Annual Meeting of Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Curriculum Development, Educational Change, Foreign Countries, "Helping Relationship," "Inservice Teacher Education, Peer Counseling," "Professional Continuing Education," "Relevance (Education)," "Teacher Centers, Teacher Responsibility  
 Identifiers—\*England

This paper outlines the growth and development of teacher centers in England. These centers grew out of a general dissatisfaction on the part of classroom teachers with existing inservice programs. It was the feeling that certain priorities for teachers were being overlooked, such as methods of dealing with learning difficulties, class organization, developing curriculum, using space wisely, finding new teaching materials and, in general, handling the day-to-day functions of the classroom. Out of these dissatisfactions the English teacher centers gradually took shape. Teachers felt the need to meet as equals for intellectual cross-fertilization, exchange of ideas and practices, and social relaxation. The English teacher center is a flexible and relaxed place where there is an easy flow of new ideas. Emphasis is placed on helping and supporting new teachers who are just beginning their classroom experience. The center has become, in effect, a special assisting branch of inservice education. (JD)

**ED 136 619** FL 008 502

*Nguyen, Chinh B., Comp.*  
**Summary of the Culture, History and Educational System of Viet Nam.**  
 Lancaster County School Board, Pa.  
 Pub Date—[76]

**Note—28p.** Appendices may be marginally legible due to print quality of original

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—Asian History, "Cross Cultural Studies," "Cultural Background, Educational History," "Educational Policy, Educational Practice, Elementary Secondary Education, Higher Education, Indochinese, Post Secondary Education, \*Refugees, \*School Systems, Social History, \*Vietnamese, War  
 Identifiers—\*Vietnam

This booklet gives information on the culture, history and educational system of Vietnam as it relates to Vietnamese students in the American educational system. It is intended for use by teachers who have Vietnamese students in their classes. It consists of the following chapters: (1) Vietnamese Geography and History; (2) Vietnamese Family Education (in pre-war and in war-time); (3) Vietnamese Students in Wartime; (4) Vietnamese Society in the 19th century; (5) The Origin of the

Vietnamese Language; (6) Vietnamese Students' Problems; (7) Vietnamese Education System; and (8) Vietnamese Education in the Last Two Decades. The appendices include the following charts: (1) Comparison of Vietnamese and USA Elementary and Secondary Schooling; (2) Comparison of Vietnamese and USA Senior High and Post High School; (3) Comparison of Vietnamese and USA Higher Education; (4) How to Recognize Vietnamese Family Names; and (5) Land of Disasters (a map showing the locations of heavy fighting during the last years of the war). (CFM)

**ED 136 669** HE 008 720

*Londono, Alfonso Ocampo*  
**Higher Education in Latin America. Occasional Paper Number 7.**

International Council for Educational Development, New York, N.Y.  
 Pub Date—Jan 73

**Note—53p.** Paper presented at a seminar on current problems of universities in Latin America (New York, March 30-31, 1973)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—College Faculty, Economic Factors, Educational Change, "Educational Trends, Enrollment Trends, Finance Reform, \*Foreign Countries, Government Role, \*Higher Education, Interinstitutional Cooperation, \*Latin American Culture, Power Structure, Statistical Data, Tables (Data), \*Universities, University Administration  
 Identifiers—Faculty Development, \*Latin America

The Latin American countries have an immense overall task in providing formal education for more than half the population and in coping with the accumulated deficits of the adult population who did not have access to formal education or who left it prematurely. Latin America's economic capacity to correct this situation is limited. Higher education enrollment is expected to increase more than elementary enrollment in the near future, and there is a perceptible trend toward increasing the number of dedicated full-time professors. Since 1918, educational reform in these countries has meant the struggle for power, and not necessarily for academic improvement. The relationship between the governments and the public universities has not been an easy one, and there is a marked trend toward laws to regulate higher education. There is also a trend toward interinstitutional cooperation, and institutional administration is being reshaped, especially in its financial aspects. Data tables are included. (Author/MSE)

**ED 136 712** HE 008 772

*Ben-David, Joseph*  
**Centers of Learning. Britain, France, Germany, United States. An Essay Prepared for the Carnegie Commission on Higher Education.**  
 Carnegie Commission on Higher Education, Berkeley, Calif. McGraw-Hill Book Co., New York, N.Y.

**Pub Date—77**  
**Note—222p.**  
 Available from—McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, N.Y. 10020 (\$12.50)

**Document Not Available from EDRS.**  
 Descriptors—\*Educational Development, Educational Needs, \*Foreign Countries, \*Higher Education, Professional Education, Research, \*Social History, \*Social Influences, Social Problems, Social Responsibility  
 Identifiers—England, France, Germany, United States

The author begins with the assumption that higher education throughout the world is currently in a state of anomie, a disorientation caused by unexpected change. He examines principal systems of higher education in the western world as historical entities to see in response to what needs they first emerged, how they developed their structures, and how they responded to changing needs and oppor-

tunities. From this perspective, five major functions are closely examined: (1) education for the professions; (2) general higher education; (3) research and training for research; (4) social criticism; and (5) furthering social justice and equality. The suggestions for correcting weaknesses and meeting the needs that centers of learning suggestions for correcting weaknesses and meeting the needs that centers of learning are expected to fulfill. (Editor)

**ED 136 765** IR 004 550

*Wasson, Earl Recs. Robert*  
**University Library Organization and Administration in Latin America: The Development of a Pragmatic Model.**

Western Kentucky Univ., Bowling Green.  
 Spons Agency—Inter-American Development Bank, Washington, D.C.

**Pub Date—31 Aug 76**  
**Note—236p.** Spanish edition available

Available from—Earl Wasson, Cravens Graduate Center, Western Kentucky University, Bowling Green, Kentucky 42101

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Administrative Organization, Financial Support, Library Collections, \*Library Planning, Library Services, \*Organizational Development, Personnel, \*University Libraries  
 Identifiers—Venezuela

Presented is an assessment of the organization, procedures, personnel, fiscal support, and physical plan of the University of Los Andes library system. Field visits by a consultant team which placed assessors on the site for a total of 97 man-days were made during the March to June 1976 period. Assessment instruments were developed and administered to gather factual data. Personal interviews with librarians, support staff, university administrators, professors, and students to determine attitudes and needs were conducted. Instrument responses and interview data were analyzed and synthesized to present a coherent picture of the situation. A rationale was developed compatible with objectives and purposes for a Venezuelan institution of higher education. The assessment findings and rationale were melded into a proposed model for the structure and functions of the University of Los Andes library system. Problems in organizational structure, fiscal support, physical facilities, staff qualifications, operational procedures, and technical processes were identified, solutions proposed, and recommendations were made. (Author/AP)

**ED 136 767** IR 004 552

*Harvey, John F.*  
**University of Azarabadegan Faculty of Medicine Library Report.**

Spons Agency—World Health Organization, Alexandria (Egypt). Eastern Mediterranean Regional Office.

**Pub Date—Jan 77**  
**Note—21p.**

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Guidelines, \*Health Services, Librarians, Library Planning, \*Medical Libraries, University Libraries  
 Identifiers—Iran

This report presents guidelines and recommendations for developing the library which serves the Faculty of Medicine and its teaching hospitals at the University of Azarabadegan, Iran. The present library situation and recommendations, together with suggestions for their implementation, are offered. Recommended changes include the development of policies for materials collection, services, and processing. (AP)

ED 136 789 IR 004 579

Fitzgerald, Anne. *Slichter, Charles P.*

Solid State Physics in the People's Republic of China. A Trip Report of the American Solid State Physics Delegation.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.

Report No.—CSCPRC Report No. 1

Pub Date—76

Note—20p.

EDRS Price MF-0.83 HC-1.67 Plus Postage.

Descriptors—Educational Programs, Higher Education, \*Information Dissemination, Information Networks, Information Utilization, Manufacturing, \*Physics, \*Productivity, \*Research Utilization, Science Education, \*Scientific Enterprise, \*Technological Advancement, Use Studies, Work Experience Programs

Identifiers—\*China, Solid State Physics

This is the fifth chapter of a six chapter report which discusses Chinese research in education in solid state physics, and their relations to technology and the other sciences. This specific chapter concerns the communication of information in the scientific community and the transfer of information to students and practical users (manufacturers). The number of different modes of communication (formal/informal, written/oral) and the number of channels are essentially uninfluenced by international boundaries. However, the roles and characteristics of these channels are quite different in China because of differing goals, conditions, and historical backgrounds. A brief narrative appraisal is presented on the following channels: exchange of personnel, seminars, conferences, research journals, reports, travel and publication outside China, and libraries. The transfer of technology from research to production mainly involves personal contacts rather than reports and publications. The student-faculty groups at factories, student instruction at universities, and university staff product developments bear directly on the transfer of research to factory production. The dependence on person to person contacts for technology transfer works well given the relatively small scientific and technical establishments, and the small amount of information transfer between specialties. (DAG)

ED 137 097 SE 022 263

Council of Europe News-Letter 4/76.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date—76

Note—38p.; Contains occasional light type

EDRS Price MF-0.83 HC-52.06 Plus Postage.

Descriptors—Basic Skills, \*Comparative Education, \*Educational Change, \*Educational Policy, Fine Arts, Government Role, Higher Education, \*International Education, \*Newsletters

Identifiers—\*Council of Europe, Europe

This special issue of the newsletter contains excerpts from 6 documents selected by the editors from among all papers produced in member nations of the Council of Europe in 1976. The documents were chosen as discussing major issues in educational reform. Three of the reports appear in French, and include excerpts on education taken from Presidentiscard D'Estaing's books "Democratic France," a report from the minister of education on the objectives of instruction, and a report from West Germany on the quality of teaching. Articles in English include one from the Netherlands and two from the United Kingdom. The Dutch paper concerns the plans of the Netherlands to move from a dual system of higher education to a unified one. Reports from England include excerpts from the Prime Minister's speech in which he advocated a middle-of-the-road policy emphasizing basic skills in the early years, rather than a child-centered approach; the final report concerns support for the arts. (SD)

ED 137 111

SE 022 332

Science Education Newsletter No. 32.

British Council, London (England). Science Dept.

Pub Date—Jan 77

Note—23p.

EDRS Price MF-0.83 HC-1.67 Plus Postage.

Descriptors—College Mathematics, College Science, \*Curriculum, Elementary Secondary Education, Higher Education, \*Instructional Materials, \*International Programs, \*Mathematics Education, \*Science Education, Secondary School Mathematics, Secondary School Science

This issue is divided into three sections: (1) British Science Activities; (2) Overseas Science Activities; and (3) International Science Activities. Presented in a newsletter format are many items of interest to science and mathematics educators. Included are materials on: (1) Nuffield science, (2) evaluation, (3) college science courses, (4) conferences on science and mathematics education, (5) activities in India, Africa, the Caribbean and Malaysia, and others. (RH)

ED 137 201

SO 009 923

Samoff, Joel

Education in Tanzania: Class Formation and Reproduction.

Pub Date—Sep 76

Note—38p.; Paper presented at Annual Meeting of the American Political Science Association (Chicago, Illinois, September 2-5, 1976)

EDRS Price MF-0.83 HC-52.06 Plus Postage.

Descriptors—Class Formation, Colonialism, \*Comparative Education, Developing Nations, \*Educational Development, Educational History, Educationally Disadvantaged, Elementary Secondary Education, \*Equal Education, Foreign Countries, Government Role, Religious Education, \*Social Class, Social Mobility, Social Stratification, Socioeconomic Influences, Tables (Data)

Identifiers—\*Tanzania

The mechanisms through which differential access to education in Kilimanjaro has been manipulated to insure the reproduction of a local ruling class are examined. Section I describes the regional advantages which have made Kilimanjaro the most educated area of the country. Section II discusses the church role in education prior to and following independence in 1961. The relationship between geographic and ethnic differentiation within Kilimanjaro is described generally in section III, followed by a more detailed description of ethnic and class groups in sections IV and V. Links between the ruling class and state institutions, which have provided a bureaucratic bourgeoisie, are discussed in section VI. Section VII analyzes Kilimanjaro's economic dependence upon coffee production and concludes that social mobility and the relative economic development of the area obscure class differences and minimize social and educational demands of the lower classes. Section VIII identifies class formation, ruling class perpetuation, and underdevelopment as mechanisms through which differential access to education has been manipulated in Tanzania and concludes that educational policies adopted by Tanzania and other African nations will determine which segments of society will govern by determining who will attend school. References are included in the document. (Author/DB)

ED 137 202

SO 009 924

Markovits, Andrei S.

Educational Reform and Class Cleavages in Social Democratic Regimes: The Case of Sweden.

Pub Date—Sep 76

Note—77p.; Paper presented at Annual Meeting of the American Political Science Association (Chicago, Illinois, September 2-5, 1976)

EDRS Price MF-0.83 HC-54.67 Plus Postage.

Descriptors—Case Studies, \*Comparative Education, Continuous Learning, Democracy, Developed Nations, \*Educational Change, \*Educational History, Educational Objectives, Elementary Secondary Education, Equal Education, Higher Education, Industrialization, Political Influences, Social Change, \*Social Class, \*Socioeconomic Influences, Surveys, Tables (Data)

Identifiers—\*Sweden

The purpose of the paper is to explore the relationship between the educational system of Sweden and its social class structure. The first section provides background information on Sweden's social democratic system which exhibits strong tendencies towards pragmatism, practicality, rationality, efficiency, competence, and educational planning. Section two focuses on changes in 1950 in the primary education system from the traditional tiered system to a nine-year comprehensive egalitarian system. Section III describes attempts of the secondary education system to play a modernizing role in society while initiating a smooth process of maximum student adaptation to an inherently unequal social system. Various realms and problems of post-secondary education, including educational structure, governmental role, industrial influence, American influence, decentralization, and faculty power are examined in sections IV and V. Curriculum and students are discussed in section VI, followed by a discussion of continuing education in section VII. In conclusion, Sweden's educational system is making strides towards increasing social justice and personal fulfillment through provision of appropriate educational opportunities for all students. Footnotes and extensive tables conclude the document. (Author/DB)

ED 137 265

SP 010 903

Piao, Richard H.

A Comparison of Nepalese and U.S. Classroom Behaviors.

Pub Date—Feb 77

Note—36p.; Paper presented at 21st Annual Meeting, Comparative and International Education Society (New Orleans, Louisiana, February 16-19, 1977)

EDRS Price MF-0.83 HC-52.06 Plus Postage.

Descriptors—Behavior Patterns, \*Classroom Research, \*Comparative Education, \*Cross Cultural Studies, Cultural Differences, Educational Methods, Foreign Culture, \*Interaction Process Analysis, Student Behavior, Student Teacher Relationship, Teacher Behavior, \*Teaching Styles

Identifiers—\*Nepal

The paper contains the major comparative findings of an investigation undertaken to survey and precisely describe a number of classroom behaviors occurring within the Kingdom of Nepal and to determine how those behaviors differed from comparable U.S. classroom behaviors. Comparisons were made using the Beeby taxonomy of educational stages and Flanders interaction analysis categories. Some of the findings indicated that: (1) Nepalese students did not express their own ideas and opinions very frequently, and teachers made little use of student ideas. Nepalese teaching observed conformed to what many educators would consider to be traditional, teacher-dominated classes, interspersed with periods of recitation. (2) Nepalese teachers were found to focus more directly upon the presentation of content matter than did U.S. teachers. (3) U.S. teachers tended to ask longer questions, spent greater percentages of time giving directions, and generally exhibited more extended "indirect" as well as "direct" teacher influence than did corresponding Nepalese teachers. (4) The extent of "drill" was found to be similar in most comparable Nepalese and U.S. classes, as was the percentage of time students talked in response to teacher and the ratio of student and teacher talk. The study did not determine whether similarities and differences are



generally descriptive of behavioral similarities and differences between industrialized and "underdeveloped" countries, between western and Asian societies, or between other permutations of social status around the world. (JD)

**D 138 026** EC 100 660  
*Kim, Byung Ha, Ed. Yeo, Kwang Eung*  
**Special Education in Korea.**  
Korea Social Work Coll., Daegu. Research Inst. for Special Education.  
Pub Date—Oct 76  
Note—92p.; In Korean and English  
**EDRS Price MF-50.83 HC-\$4.67 Plus Postage.**  
Descriptors—\*Educational Programs, Elementary Secondary Education, \*Foreign Countries, \*Handicapped Children, \*Special Schools

Identifiers—\*Korea  
The text on special education in Korea is divided into four major sections a brief history of special education in Korea, the present status of special education in Korea, the special education plan of the Young Kwang Educational Foundation, and directory of schools and classes for the exceptional in Korea. Topics covered include the following: the traditional view on the handicapped and treatment of them or them, origin of special education, exceptional children as an object of social welfare, the systematization of public education and the development of special education, amplification of the teachers' training plan for special education, establishment of the Research Institute for Special Education and its achievements, and the education plan of the attached special schools. The bulk of the document consists of listings (which include school address, handicapped served, type of school, date of foundation, date of approval, founder, and director) of special schools for the blind, deaf, mentally retarded, and crippled. (SBH)

**ED 138 271** IR 004 691  
*File on the Computer in Education in Germany.*  
Part 1.  
Unité de Coordination de la Documentation et d'Initiation à la Recherche, Louvain (Belgium).  
Pub Date 75  
Note 19p.

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Computer Assisted Instruction, \*Computer Oriented Programs, Directories, Educational Research, Individualized Instruction, \*Projects, \*Resource Guides  
Identifiers—\*Germany  
Part one of this survey of special projects in computer applications to education is a resource guide to computers and education in Germany. A directory-type outline is provided for 13 projects in the areas of computer assisted instruction (CAI) and clinical training, adaptive tests, instructional analysis and synthesis of CAI programs and courses in physics and mathematics, CAI as a tool for instructional research, computer assisted training, and implementing individualized learning. Information for each project includes: (1) address, staff, and financing; (2) computer hardware, software, storage, and programs; (3) audiovisual aids; (4) project areas; (5) media-based courses; (6) evaluation; and (7) documentation. (KP)

**ED 138 401** RC 009 854  
*Bizot, Judith*  
**Educational Reform in Peru. Experiments and Innovations in Education No. 16.**  
International Bureau of Education, Geneva (Switzerland).  
Report No. ISBN-92-3-101306-8  
Pub Date 75  
Note 72p.; Available in English, French, and Spanish; Not available in hard copy due to copyright restrictions.  
Available from UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016 (No.

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—American Indians, Change Strategies, "Decentralization," Educational Change, Educational Development, \*Educational Innovation, Educational Philosophy, Foreign Countries, Government Role, Objectives, Organization, \*Rural Education, Special Programs, \*Systems Development  
Identifiers—\*Peru, South America

In 1970 the Commission for Educational Reform, established by Peru's revolutionary government, published its General Report giving a detailed analysis of the old system's shortcomings, a statement of the philosophical principles which should guide any alternative system, and a description of the form which such an alternative pattern might take. The 1972 General Education Law instituted a new education system, "Fundamentally humanist in inspiration and genuinely democratic in vocation." Underlying the new system was the concept of lifelong education. In particularly underprivileged rural areas, special programs were provided to offset the adverse effects of socioeconomic, cultural, and nutritional deprivation during the early stages of a child's development. The "Nucleos Educativos Comunitarios" (NEC), the key element in the reform, incorporated all the educational services of the community and furnished the machinery by which the community could take its legitimate place in the educational process. Focusing on the NEC system, this publication examines the theory and practice of this educational reform and its relationships to other reforms. Discussed are the reform's philosophy and aims; innovative structures and reorientation; decentralization; the nuclear experiments; objectives and organizational structure; teaching staff; problems and solutions; and the educational centres at Villa el Salvador, Iquichaca, and Imacita. (NQ)

**ED 138 473** SE 022 494  
*Council of Europe News-Letter 5/76.*  
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.  
Pub Date 76  
Note—38p.; Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**  
Descriptors—Comparative Education, Conference Reports, Curriculum, \*Educational Change, Educational Research, \*Elementary Secondary Education, Government Role, \*Higher Education, \*International Education, \*Newsletters  
Identifiers—\*Council of Europe, Europe

This newsletter consists of two parts; the first includes two briefs related to many European countries, and the second with reports from 12 individual countries. The first part includes a resolution on the preparation of young people for working life and brief comments on initiatives taken by the Education Ministers. Among the articles from the countries are topics including legislation, parent education, educational assessment, sex education, middle schools, care of young children, educational policy, and secondary school reform. Articles are included from Austria, Belgium, Denmark, France, Federal Republic of Germany, Italy, Netherlands, Norway, Spain, Sweden, Switzerland, and the United Kingdom. (RH)

**ED 138 501** SO 009 938  
*European Educational Cooperation. Progress Report, Council of Europe Chapter.*  
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.  
Pub Date 13 Jan 77  
Note 25p.; Chapter contributed by the International to the Progress Report of the Council of European Organizations for Standing Conference of European Ministers of Education (10th, Stras-

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**  
Descriptors—\*Comparative Education, Cooperative Planning, \*Cultural Activities, \*Educational Trends, Elementary Secondary Education, \*Formative Evaluation, Futures of Society, Global Approach, \*Higher Education, \*International Education, International Organizations, Migrant Education, Migrant Problems, Preschool Education, Program Descriptions, Teacher Education  
Identifiers—\*Europe

The report of progress by the Council of Europe in the areas of culture and education from 1975-76 appraises past activities and predicts future roles for the Council. The report is presented in four sections. Section I introduces initiatives of practical cooperation by the educational and cultural ministries of member states and lists 10 objectives of the Medium Term Plan developed during the year. Section II presents summaries of 11 projects that have developed or evolved during 1975-76: (1) improvement of the educational system, (2) mutual equivalence information and mobility, (3) university reform, (4) development of adult education, (5) computer documentation and information system improvement, (6) research cooperation, (7) modern language promotion, (8) permanent education, (9) national cultural development, (10) local cultural content, and (11) improving the cultural content of the mass media. Of particular importance in all the projects are publication and dissemination of reports on all levels of European education, information exchange between countries in areas of curriculum reform, administrative development, and educational objectives. Problems affecting migrant workers and council projects intended to alleviate these problems are focused upon in section III, followed by descriptions of council cooperative activities with other international organizations in section IV. (Author/DB)

**ED 138 521** SO 009 993  
*Moro-oka, Kazufusa*  
**Recurrent Education: Policy and Development in OECD Member Countries. Japan.**  
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.  
Pub Date 76

Note—67p.; Legends on charts and parts of text may be marginally legible due to small type  
Available from—OECD Publications Center, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$3.00 paper cover)

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**  
Descriptors—Adult Education, \*Comparative Education, \*Continuation Education, \*Continuous Learning, Educational Development, \*Educational Objectives, \*Educational Opportunities, \*Educational Policy, Educational Trends, Elementary Secondary Education, Foreign Countries, Government Role, Leisure Time, Preschool Education, Program Descriptions, Public Education, School Industry Relationship, Tables (Data)  
Identifiers—\*Japan, \*Recurrent Education

The report on recurrent education in Japan is one of a series describing continuing education in OECD member countries. Intended as a means of liberating individuals from the education-work-leisure-retirement sequence, recurrent education provides freedom to mix and alternate these phases of life within the limits of the socially possible. Chapter I provides information on the post World War II re-orientation of the Japanese formal education system in response to new demands such as recurrent education and discusses services provided by public and private agencies. Chapter II discusses study opportunities for five periods of life: infants, school children, adults, the general public, and meeting the demands for leisure activities. Topics include education in the home, parents' education classes, children's nature study, public vocational training, women's study classes, classes for the elderly, edu-

cational broadcasting and television, correspondence courses, and expansion of leisure time. Chapter III provides information on administrative measures which have been developed to deal with these programs. Described are the Social Educational Council, citizens councils, activity statistics, educational media, and budgeting. Concluding remarks in Chapter IV discuss Japan's objective of providing quality education for all stages of human development. (Author/DB)

**ED 138 523** SO 009 995

*Belargey, Jean-Michel*

**Recurrent Education: Policy and Development in OECD Member Countries. France.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—ISBN-92-64-11515-3

Pub Date—76

Note—32p.

Available from—OECD Publications Center, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$2.50 paper cover)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Adult Education, Adult Programs, \*Comparative Education, Continuation Education, \*Continuous Learning, \*Cooperative Education, Educational Development, Educational Opportunities, Educational Policy, Educational Problems, Educational Trends, Foreign Countries, Futures (of Society), Post Secondary Education, Statistics, Work Experience Programs, \*Work Study Programs

Identifiers—\*France, \*Recurrent Education

One of a series which examines recurrent education in countries which are members of the Organization for Economic Co-operation and Development (OECD), this document examines continuing education in France. The series is intended both to describe existing educational practice with regard to continuing education and to attempt an estimation of future developments in the field. Chapter I, Continuing Occupational Training and Recurrent Education, discusses the aims of continuing education in France and examines what is actually happening in this area of education today. The second chapter, Continuing Occupational Training as an Intermediate Stage between Innovation and the Reproduction of Existing Social Patterns, describes the steps which have been taken toward establishing a pattern of alternating periods of work and training. Difficulties encountered at the school and university levels and in industry are examined. The document concludes with annexes of statistical information. (Author/RM)

**ED 138 534** SO 010 013

*Parker, Franklin*

**What Can We Learn from the Schools of China? Fastback 89.**

Spons Agency—Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date—77

Note—53p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.75 paperbound, \$0.48 each 10-24 copies, \$0.45 each 25-99 copies)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Chinese Culture, Communism, Comparative Analysis, \*Comparative Education, Educational Practice, \*Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Non Western Civilization, \*Political Socialization, School Role, \*Student Attitudes

Identifiers—\*China, United States

This pamphlet describes briefly school structure in Communist China. The role of Maoist ideology in the education and socialization of young people is also discussed. The first four chapters explain the

organization of preschools, compulsory elementary schools, noncompulsory secondary schools, and higher education. Educational aims are primarily to train workers for farms and factories, not for universities. Four common characteristics of Chinese and American education are concern for the disadvantaged, shortening the school years, political education, and work and study. Chapter five explores Maoist ideology and the Cultural Revolution. During the Cultural Revolution the quality of education and health care was improved, peasants were introduced to crude industrialization, elitism and intellectualism were criticized, and the arts were made pervasively propagandistic. Chapter six considers the reactions of Chinese youth to being forced to work in rural areas and to experiencing pressures of party loyalty when they attend universities. The final two chapters point out that the Chinese people are willing to experiment with short training periods to produce needed manpower, as in the case of "barefoot doctors" who are peasants with minimal basic medical training. Throughout the pamphlet, comments are made to the American educational system, student protests, and mass media. (AV)

**ED 138 541** SO 010 033

**Education in Asia: Reviews, Reports and Notes. Number 10.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Report No.—BKR-76-RHM-468-2500

Pub Date—76

Note—45p; For related documents, see ED 091 271, 096 196, 114 304, 133 271, and SO 009 688. Available from—UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 (\$3.75 paperbound)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Asian Studies, \*Comparative Education, Curriculum Development, \*Developing Nations, Educational Change, \*Educational Development, Educational Trends, Elementary Secondary Education, Higher Education, Literature Reviews, \*Non Western Civilization, Program Descriptions, Rural Education

Identifier—\*Asia

This journal contains four articles about education in Indonesia, Nepal, Pakistan, and Thailand; reviews of five recent publications and studies; and an annotated bibliography of six documents on education in Asia. The first article reviews the history, weaknesses, and recent developments of curriculum in Indonesia. A short article describes programs of higher education for rural workers in Nepal, followed by an analysis of the structure, programs, and cost effectiveness of the People's Open University in Pakistan. The fourth article briefly describes a research-oriented doctoral fellowship program in Thailand. The reviews of recent publications present information and annotations about: (1) work experience as part of the curriculum in India; (2) outcomes of primary education in the Philippines; (3) Singapore experimental schools; (4) an international symposium for literacy held in Iran in 1975; and (5) social and economic promotion of women in Iran. (AV)

**ED 138 600** SP 011 048

*Valix, Noel M.*

**Reform in Spanish Education: The Institution Libre de Enseñanza.**

Pub Date—26 Jan 77

Note—19p; Paper presented to Thomas Woody Society, University of Pennsylvania, January 26, 1977

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Educational History, \*Educational Innovation, Elementary Secondary Education, Ethical Instruction, \*Foreign Countries, Nonauthoritarian Classes, \*Private Schools, \*Spanish Culture

Identifiers—De Los Rios (Don Francisco Giner), \*Institution Libre de Enseñanza, Nonsectarian Schools, Spain

This document examines the development and influence of the Free Institute of Education (Institution Libre de Enseñanza) and of its founder, Don Francisco Giner de los Rios, in late nineteenth century Spain. Founded in 1876 against a background of repression and reimposition of state-controlled education during the Bourbon Restoration the Institute was a private institution free of Church and State. Its intent was to create an alternative to the higher education system of official Spain, but due to financial problems, it evolved into an institution of primary and secondary education. Subject matter included traditional, State-required subjects, but also anthropology, technology, social sciences, economics, art, drawing, singing, and handwork—all generally neglected in State- and Church-run schools. Most radical were the innovations in art and physical education (stressing free inquiry, observation, and spontaneous criticism in the former, and development of the whole person in the latter) and in the institution of field trips, hiking, and nature observation. The use of textbooks was discouraged as much as possible, and examinations were regarded as producing mostly negative results. Emphasis was placed instead upon the creation of student notebooks that reflected the pupil's judgment and synthesis of materials. Don Francisco borrowed much from the French and English forms of education, and was influenced by Rousseau, Froebel, Pestalozzi, Krause, and Sanz Del Rio, the last of whom provided his ideal of reconciling all human faculties to produce an artistic taste, technical preparedness, spiritual elevation and an austere, moral sense of life. The Institute fell victim to the Civil War of 1936, but proved a pervasive influence in Spanish society to this day. (MB)

**ED 138 885** CG 011 355

*Drapple, Victor J. And Others*

**Guidance In Other Countries: Experimental Text for Comparative Studies.**

Pub Date—77

Note—100p.

Available from—University of South Florida, Book Store, Tampa, Florida 33620 (HC \$2.95, limited number available)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Comparative Analysis, \*Counselor Training, Cross Cultural Studies, \*Foreign Countries, \*Guidance, Guides, \*International Education, \*Methods, Professional Education, Textbooks, Workshops

Identifiers—\*Comparative Guidance

This book has been written as a guide for comparative studies in counselor training curricula and inservice workshops or for professional enrichment of individual guidance workers. It is an experimental textbook. While the subject matter is not designed to be comprehensive or systematic, the information is adequate for those who wish to initiate comparative learning experiences and test the proposed methodology. This book is divided into the following sections: (1) The Case for Comparative Guidance; (2) A Method for Comparative Guidance; (3) Guidance in Western Europe; (4) Guidance in the Soviet Bloc; (5) Guidance in Israel-A Society in Successive Crises; (6) The Role of Guidance in a Changing Latin America; and (7) Guidance and Counseling in the Far East. (Author/JLL)

**ED 139 079** EA 009 490

**The Secondary School, First Stage ('Midden-school') in the Netherlands.**

Netherlands Ministry of Education and Sciences, The Hague.

Report No.—Docinform-311-E

Pub Date—Mar 76

Note—12p; Report compiled by the Central Documentation Dept. of Ministry of Education and

**EDRS Price MF-50.83 HC-S1.67 Plus Postage.**  
**Descriptors--**Articulation (Program), Change Strategies, "Educational Innovation," "Experimental Programs," Program Descriptions, Program Development, Secondary Education  
**Identifiers--**\*Middenschool, \*Netherlands

This publication discusses plans for an experimental "middenschool" program, which is being considered for adoption in the Netherlands. The middenschool program would extend the period of basic education beyond primary school into the first stage of secondary school, serving students in the 12-16 or 11-15 age bracket. This booklet provides a basic overview of the proposed middenschool program and describes its relationship to the overall educational system in the Netherlands. (JG)

**ED 139 089** EA 009 501  
**Sharma, C. L.**  
**Ethnicity, Communal Relations, and Education in Malaysia.**

Pub Date--Feb 77  
 Note--41p; Paper presented at the Annual Meeting of the Comparative and International Education Society (New Orleans, Louisiana, February 16-19, 1977)

**EDRS Price MF-50.83 HC-S2.06 Plus Postage.**  
**Descriptors--**Cultural Interrelationships, \*Cultural Pluralism, \*Culture Conflict, \*Educational Policy, \*Ethnic Groups, Ethnic Relations  
**Identifiers--**\*Malaysia

Communal life in Malaysia is characterized by discords, tensions, and strife, especially between the Malays and Chinese. By and large, Malays are educationally and economically backward in comparison to non-Malays. Malays seek to redress what they consider racial imbalances through use of their political power. Constitutionally, certain privileges are reserved for Malays; this is resented bitterly by non-Malays. During the British rule, four types of schools emerged--Malay, Chinese, Indian, and English. Under the colonial government, these schools continued their independent, segregated development. The national government of Malaysia, which is controlled by Malays, has launched a massive Malayization program. Non-Malays fear extinction of their culture, identity, and language. Malays are now the sole recipients of all educational advantages, including free primary and secondary education and a monopoly of grants for higher education. The present educational policy restricts the preservation and advancement of the non-Malay cultures. From the standpoint of national interest, the only rational policy is that of accommodation and compromise, in which all constituent elements have a sense of satisfaction and none feels oppressed. (Author/JG)

**ED 139 366** HE 009 006  
**Akira, Ninomiya.**  
**Private Universities in Japan.**  
 Private Universities Union of Japan, Tokyo.  
 Pub Date--75  
 Note--45p.

**EDRS Price MF-50.83 HC-S2.06 Plus Postage.**  
**Descriptors--**Educational Finance, Educational Legislation, Federal Aid, Financial Support, \*Foreign Countries, \*History, \*Private Colleges, School Systems, \*Universities  
**Identifiers--**\*Japan

The historical development of private universities in Japan is traced, with special attention to the Imperial Ordinance of University of 1918, and postwar developments. The present state of private universities is examined, considering especially their role in national education, finances and financial support, and public support of the institutions. Appendixes provide information on the subsidies for private universities, the school system of Japan, and the history and membership of the Private Universities Union of Japan. (MSE)

**ED 139 698** SO 010 044

**Robertson, Neville L. Robertson, Barbara L.**  
**Education in South Africa. Fastback 90.**  
 Phi Delta Kappa Educational Foundation, Bloomington, Ind.  
 Pub Date--77  
 Note--40p.

Available from--Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.48 paper cover, discounts available for bulk orders)

**EDRS Price MF-50.83 HC-S2.06 Plus Postage.**  
**Descriptors--**African Culture, \*Comparative Education, Educational Finance, \*Educational Philosophy, Educational Problems, Elementary Secondary Education, Foreign Countries, Higher Education, Language of Instruction, Race Relations, \*Racial Segregation, Teacher Education  
**Identifiers--**Apartheid, \*South Africa

This booklet reviews South Africa's educational system, apartheid, teacher training, finance, and the role of native and national languages. Under apartheid blacks and whites attend separate schools which prepare them for continued segregation in social and economic spheres. There are four educational systems: the blacks (Bantu) are administered by the national Department of Bantu Education, the coloureds (Mulattoes) by the Coloured People's Representative Council, Asians by the Department of Asian Affairs, and whites by four provincial administrations. All students seven to 16 years of age must attend school, and all must learn both official languages, English and Afrikaans. Teachers must be of the same race as the system they teach in. The student-teacher ratio of blacks is almost three times that of whites. Most black teachers have only junior certification (10th grade achievement) whereas all white teachers have graduated from high school and almost half have university degrees. Two major problems in teaching are the overabundance of women teachers and the increasing percentage of secondary teachers who teach courses for which they have had no training. Financial support varies dramatically within the educational systems: state spending per capita for whites is almost 18 times the amount spent for blacks. South Africa has 15 universities. Three are black; only one offers courses in both English and Afrikaans. Currently, efforts are being made to encourage teaching in native languages at elementary and secondary levels. (AV)

**ED 139 714** SO 010 081  
**Ferris, G.**  
**Participation in Education in Europe. Education & Culture.**  
 Council for Cultural Cooperation, Strasbourg (France).  
 Pub Date--77  
 Note--112p; Parts may be marginally legible due to small type

Available from--Manhattan Publishing Company, 225 Lafayette Street, New York, N.Y. 10012 (no price quoted)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors--**Case Studies, \*Comparative Education, \*Decision Making, Democratic Values, Educational Administration, Educational Development, Educational Improvement, \*Educational Objectives, Educational Opportunities, Educational Philosophy, Educational Practice, Educational Problems, \*Educational Trends, Government Role, Parent Participation, \*Participation, Secondary Education, Social Change, Student Participation, Surveys, Teacher Participation  
**Identifiers--**\*Europe

The book discusses participation in secondary education in Europe. The study is based upon a 1975 survey of member states of the Council of Europe and upon a 1973 symposium on pupil participation and co-responsibility in decisions concerning school activities. Presented in eight chapters, the report discusses aims, key points, general tendencies, and future prospects of participation

in Austria, Cyprus, Finland, France, Greece, Ireland, Italy, Luxembourg, Malta, Norway, Scotland, Spain, and Turkey. Participation by students, parents, teachers, staff, and interested representatives at the local, regional, and national levels is assessed. The two main obstacles to participation identified in the survey of these countries are authority and lack of communication. Four recommendations are proposed in response to these obstacles: (1) modification of central educational authority, (2) training of potential participants, (3) circulation of information on educational problems, and (4) truer representation of constituencies by parent and student delegates to educational committees. Two basic principles widely proclaimed by participating countries are pupil-centered education and equality of opportunity. The conclusion is that participation is steadily increasing and will continue to increase if unhampered by central educational authorities. Survey questionnaires, replies, and case studies are presented in the appendix. (Author/DB)

**ED 139 757** SP 011 054  
**Kangasniemi, Erkki**  
**A Review of Research Into Comprehensive Education in Finland. Information Bulletin No. 1.**  
 Finnish National Board of Education, Helsinki. Research and Development Bureau.  
 Pub Date--77

Note--33p; Not available in hard copy due to marginal legibility to the original document; Paper presented at the European Contact Workshop (Austria, December 13-17, 1976)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors--**Comprehensive Programs, Educational Innovation, \*Educational Research, \*Elementary Secondary Education, Equal Education, Foreign Countries, \*National Programs, \*Organizational Change, \*Organizational Effectiveness, \*Public Schools  
**Identifiers--**\*Finland

Research results are collated and presented concerning the change in Finland from a binary system of education to a more unitary system, the "comprehensive school," involving a single primary school (grades one through nine) and a choice between vocational and senior secondary school (grades ten through twelve). The new system, being implemented on a nationwide basis, is described in relation to that existing previously, and research results are presented concerning (1) the conception and development of the "comprehensive school" idea, (2) progress toward equality of educational opportunity, (3) grouping procedures and their flexibility, (4) academic achievement of pupils, (5) affective achievement of pupils, and (6) new, system-centered problems. Advantages and disadvantages of "comprehensive education" as revealed in the research are discussed, and an outline of the decision-making process for research conduct and finance is presented. Thirty-nine studies are cited in the reference list, and a glossary of terms unique to the "comprehensive system" is presented. (MB)

**ED 141 527** CE 011 356  
**Niehoff, Richard O. Wilder, Bernard**  
**Non-Formal Education in Education: The Modern Sector. Program of Studies in Non-Formal Education. Discussion Papers. No. 6.**  
 Michigan State Univ., East Lansing. Inst. for International Studies in Education.  
 Spons Agency--Agency for International Development (Dept. of State), Washington, D.C.  
 Pub Date--74  
 Note--48p; For a related document see ED 100 772

**EDRS Price MF-50.83 HC-S2.06 Plus Postage.**  
**Descriptors--**Business, Educational Needs, \*Educational Programs, \*Industrial Training, \*Industry, Inservice Programs, Manpower Utilization, \*Nonformal Education, \*Program Effectiveness,

Secondary Education, Secondary Schools, Skill Development, \*Vocational Education, Vocational Schools

Identifiers—\*Ethiopia

Nonformal education programs operating in the modern sector in Ethiopia are described in a perspective relevant to the Ethiopian context. The modern sector is defined as those activities concerned with the manufacture of goods, extraction of raw materials, the processing of raw materials, the provision of services, and the creation and maintenance of certain types of infrastructure such as communications, roads, railroads, and air transportation. Following the introduction, which contrasts the modern sector with the rural traditional sector and discusses recent manpower studies in Ethiopia, a second section discusses the various formal vocational and comprehensive secondary schools. Information is provided on enrollment, statistics on graduate employment, and each school's ability to teach students salable skills. A third and major section discusses each of the following three classifications of nonformal education training programs for the modern sector: Preservice training programs, vestibule training programs, and inservice training programs. The conclusions section describes characteristics which are general to all of the nonformal education programs and then outlines five points which the author feels could be used to explain the lack of or the success of vocational education programs. (SH)

ED 141 881 EA 009 678

Fortuin, A. B. *Drongelever Oud, P. J.*

Values of Development and Educational Goals. Verhandelingen no. 8, tevens publikatie no. 21 van het Sociografisch Instituut der Universiteit van Amsterdam.

Centre for the Study of Education in Changing Societies, Amsterdam (Netherlands).

Pub Date—Aug 74

Note—50p.

Available from—CESO, Molenstraat 27, The Hague, Netherlands

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Developing Nations, \*Development, \*Educational Objectives, Educational Policy, \*Literature Reviews, National Programs, Social Change, \*Values

This paper examines the concept of national development in terms of the realization of values; it is intended to serve as the basis for a research project focused on the formulation of a development strategy for developing countries, with special attention to the role of education in the development process. Chapter 1 briefly summarizes the objectives of the paper and describes its organization. Chapter 2 reviews and discusses some theoretical statements on values, based on an analysis of the literature. Chapter 3 examines the value choices explicit and implicit in a selection of national development plans and statements by third-world political leaders. Chapter 4 attempts to integrate the substance of chapter 3 with the theoretical insights discussed in chapter 2. Chapter 5 discusses the relationship between national development and educational objectives. (JG)

ED 141 884 EA 009 686

Guruge, Ananda W. P.

Sri Lanka. Planning the Location of Schools. An IIEP Research Project. Case Studies 10.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—77

Note—101p.

Available from—IIEP Publications, 7-9 rue Eugene Delacroix, 75016 Paris, France (10.00 Francs)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies (Education), \*Change Strategies, Developing Nations, Educational As-

essment, \*Educational Change, Educational Opportunities, Elementary Secondary Education, International Organizations, \*School Location, \*School Organization, \*School Planning, School Systems, Site Selection

Identifiers—\*School Mapping, \*Sri Lanka

The study focuses on the obstacles encountered in Sri Lanka during the implementation of a major educational reform program between 1960 and 1964. A proliferation of schools along racial, religious, linguistic, and class lines had led to inequality of educational opportunity, and inefficient organization and location of schools. School networks were consolidated and grades restructured into a first and second level. The experience was examined in five small compact geographical units having urban and semi-urban characteristics as well as in two rural electorates of much larger area. The evaluation is based on a survey undertaken in these areas among a cross-section of headmasters, teachers, and parents, and on the author's assessments. In the first chapter evolution of policy on school location is traced, the accumulation of problems is described and the reform proposals are examined. In the second chapter, an overview of the main findings and conclusions with regard to implementation problems are given. In the third and final chapter the details of the seven case studies are set out. (Author/MLF)

ED 142 106 HE 009 078

British Universities and Polytechnics and Overseas Development.

Inter-University Council for Higher Education Overseas, London (England).

Pub Date—Jan 77

Note—59p.

Available from—Inter-University Council for Higher Education Overseas, 90-91 Tottenham Court Road, London W1P 0DT (40 pence)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Policy, \*Developing Nations, \*Foreign Countries, Foreign Students, \*International Educational Exchange, \*International Programs, Needs Assessment, Organization, Policy Formation, Staff Improvement, Student Exchange Programs, Teacher Exchange Programs, \*Universities

Identifiers—\*Great Britain

The working group whose study is reported was set up by the Inter-University Council in May 1975 with three major objectives: (1) to consider the capacity and willingness of British universities and polytechnic institutes to contribute in various ways to the solution of problems in developing countries, including the education, training, and academic refreshment in Britain of students and staff, the release of British staff for short- or long-term service abroad, and the study of development problems; (2) to examine the factors affecting this contribution; and (3) to make recommendations. Considered in the report are: current policy issues, assessment of continuing needs, policy proposals, operational elements and methods, foreign students, links and staff training, movement of British staff overseas, research and development studies, and organizational issues. (Author/MSE)

ED 142 280 PS 009 362

Swale, Edmund W. *Seifu, Mohamed M.*

The Development of Primary Education in Tanzania.

Pub Date—Mar 77

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—African History, \*Educational History, Educational Philosophy, \*Educational Policy, \*Elementary Education, \*Elementary School Curriculum, Enrollment, \*Foreign Countries, \*Primary Education, Secondary Education, Self Actualization, Special Education, Teacher Education, Voluntary Agencies

Identifiers—Africa, \*Tanzania

This document describes the development of primary education in Tanzania. Part I deals with the period before independence from colonial rule and contains the following sections: (1) Informal Education, (2) Arab Education, (3) German Period, (4) British Period, (5) Types of Schools, (6) Scope of Curriculum, (7) Management of Schools, (8) Post Primary Education, (9) Public Primary School Enrollment, (10) Training of Teachers. Part II deals with the period after independence and is divided into the following sections: (1) Expansion of Primary Education, (2) Staffing and Training of Teachers, (3) Curriculum Changes, (4) Implementation of Curriculum, (5) Special Education. Part III includes discussion of education for self reliance in terms of origin, implementation, problems and remedies. Part IV deals with universal primary education 1977 and includes sections on school equipment and teachers. (MS)

ED 142 282 PS 009 377

Mueller, Delbert

Schools Without Failure—British Style and Their Implication to American Education.

Pub Date—76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Educational Objectives, \*Elementary Education, Foreign Countries, Integrated Curriculum, Mathematics, \*Open Education, Reading, \*Scheduling, \*Teacher Role, \*Teaching Methods, Writing

Identifiers—\*England (Leicestershire), Integrated Day

This paper describes the general philosophy, programs and schedules of elementary schools in Leicestershire, England, recognized for emphasis on the individual approach to learning in which each child travels at his own level or pace. The teacher's role is to provide opportunities for children to explore and investigate a wide field of interests. Part of the integrated day is devoted to learning the communication skills, reading, writing, and arithmetic, and the remainder of the day is spent investigating a topic or working on a project. The teaching of reading, writing, and maths is discussed in some detail. British schools also include religious training and make extensive use of the local environment for learning experiences. The paper concludes with a brief discussion of what the concerns of education should be. (MS)

ED 142 329 PS 009 495

Kryszewski, Zofia

The System of Education and Care for the Young Child: Research Problems.

Organisation Mondiale Pour l'Education Prescolaire, Warsaw (Poland).

Pub Date—Aug 77

Note—16p.; Paper presented at the Annual World Congress of OMEP (15th, Warsaw, Poland, August 23-26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, \*Early Childhood Education, \*Educational Philosophy, \*Educational Planning, \*Foreign Countries, \*Kindergarten

Identifiers—\*Poland, World Congress on Preschool Education

This paper discusses the educational and psychological problems which make it necessary to consider kindergarten as the first stage in the uniform system of education and upbringing in Poland. Ways in which these problems stimulate research and affect the educational praxis of higher school levels are discussed. (JMB)





## 4. EDUCATION IN THE ECONOMIC AND SOCIAL DEVELOPMENT OF OTHER COUNTRIES

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### ED 003 012

**FOSTER, DONALD M. HANNA, PAUL R.**  
**EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY AND ECONOMIC DEVELOPMENT IN THE REPUBLIC OF CHINA, PHASE 1—EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.**  
Stanford Univ., Calif. School of Education.  
Report No.—CRP-1032-PT. 1  
Pub Date—63  
Note—114p.

**EDRS Price MF-00.83 HC-\$6.01 Plus Postage.**  
**Descriptors—**\*Educational Policy, \*Foreign Countries, \*International Education, Planning  
**Identifiers—**CALIFORNIA, REPUBLIC OF CHINA, STANFORD

AN EXAMINATION WAS MADE OF THE EDUCATIONAL POLICIES AND PROGRAMS OF THE REPUBLIC OF CHINA IN RELATION TO NATIONAL GOALS FOR ECONOMIC DEVELOPMENT. THE OBJECTIVES WERE TO INVESTIGATE (1) THE EXTENT TO WHICH THIS NATION DELIBERATELY USES ITS EDUCATIONAL INSTITUTIONS AS AN INSTRUMENT OF NATIONAL DEVELOPMENT POLICY, (2) HOW EDUCATION IS CONTRIBUTING TO THE ACHIEVEMENT OF THESE GOALS, (3) WHAT EVIDENCE EXISTS THAT DESIRED RESULTS ARE BEING ACHIEVED, AND (4) WHAT NEW EDUCATIONAL REQUIREMENTS ARE NEEDED TO MEET NATIONAL DEVELOPMENT GOALS. VISITS WERE CARRIED OUT TO SCHOOLS, INDUSTRIES, AND GOVERNMENTAL ORGANIZATIONS FOR DISCUSSIONS WITH STUDENTS, EDUCATORS, WORKERS, INDUSTRIALISTS, AND OFFICIALS. TO COLLECT OBJECTIVE DATA, THREE SEPARATE BUT COMPLEMENTARY SURVEYS WERE CONDUCTED—(1) THE VOCATIONAL-INDUSTRIAL SCHOOL STUDENTS SURVEY, (2) THE VOCATIONAL-INDUSTRIAL SCHOOL GRADUATES SURVEY, AND (3) THE FACTORY SKILLED WORKER FORCE SURVEY. THESE SURVEYS PROVIDED VALID DATA FOR RECOMMENDED POLICY, PROGRAMS, AND IDENTIFICATION OF FUTURE RESEARCH. RECOMMENDATIONS ON NATIONAL EDUCATIONAL POLICY CHANGES AND REORGANIZATION WERE MADE IN NINE AREAS OF RESEARCH. (HB)

### ED 003 013

**BOLBAUGH, JERRY B. HANNA, PAUL R.**  
**FRENCH EDUCATIONAL STRATEGIES FOR SUB-SAHARAN AFRICA—THEIR INTENT, DERIVATION, AND DEVELOPMENT, PHASE 2—EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.**  
Stanford Univ., Calif. School of Education.  
Report No.—CRP-1032-PT. 2  
Pub Date—64  
Note—120p.

**EDRS Price MF-00.83 HC-\$6.01 Plus Postage.**  
**Descriptors—**Education, Educational Attitudes, \*Educational Opportunities, Educational Policy, \*Educational Strategies, \*International Education, Surveys  
**Identifiers—**CALIFORNIA, EDUCATIONAL RESPONSIBILITIES, FRENCH WEST AFRICA, SENEGAL, STANFORD

A TWO-PART STUDY WAS CONDUCTED—(1) A HISTORICAL RECORD SURVEY AND CHRONOLOGICAL RECONSTRUCTION OF FRENCH EDUCATIONAL STRATEGIES FOR SUB-SAHARAN AFRICA FROM 1815 TO 1962, AND (2) AN ATTEMPT TO DISCOVER WHAT INFLUENCE THESE STRATEGIES HAD ON

PLACE SINCE THE PEOPLE OF THIS COLONY GAINED INDEPENDENCE. THE EFFORT WENT BEYOND THE SEQUENTIAL DESCRIPTION OF EDUCATIONAL STRATEGIES TO INCLUDE THE CONDITIONS, THE EVENTS, AND THE ATTITUDES WHICH LED TO THEIR FORMATION, ACTIVATION, AND MODIFICATION. THE THREE ANALYTICAL SECTIONS OF THE REPORT ARE CONCENTRATED WITH—(1) THE INTENTIONAL ASPECT OF THE EDUCATIONAL STRATEGIES, (2) THE DERIVATION OF THESE STRATEGIES, AND (3) MODES OF STRATEGY DEVELOPMENT, NOTING PARTICULARLY THE CHARACTERISTICS OF BOTH PRIVATE AND PUBLIC ORGANIZATIONS AND THEIR ROLES IN THE FORMATION AND IMPLEMENTATION OF NATIONAL POLICY. RESULTS REVEALED THAT THE FRENCH EDUCATIONAL ENDEAVOR IN SUB-SAHARAN AFRICA HAD MANY POSITIVE ASPECTS—(1) A FIRM ULTIMATE PURPOSE, (2) GUIDANCE BY PERCEPTIVE PLANNERS OF GRAND STRATEGY, AND (3) CONTINUING EDUCATIONAL ORGANIZATION. THESE WERE COUNTERPOSED, HOWEVER, BY A SERIOUS LACK OF FINANCIAL SUPPORT, INADEQUATE GRASS-ROOT IMPLEMENTATION, RAPID TURNOVER IN TOP ADMINISTRATION, AND AN INABILITY TO ADAPT TO THE NEEDS OF SUB-SAHARAN AFRICA, EVEN AS DETERMINED BY THE FRENCH THEMSELVES. (HB)

### ED 003 014

**HANNA, PAUL R. LUCAS, GERARD**  
**FORMAL EDUCATION IN THE CONGO-BRAZZAVILLE, A STUDY OF EDUCATIONAL POLICY AND PRACTICE, PHASE 3—EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.**  
Stanford Univ., Calif. School of Education.  
Report No.—CRP-1032-PT. 3  
Pub Date—64  
Note—296p.

**EDRS Price MF-\$1.00 HC-\$15.39 Plus Postage.**  
**Descriptors—**Education, \*Educational Attitudes, Educational Planning, Educational Policy, Educational Practice, \*Educational Strategies, \*International Education

**Identifiers—**BRAZZAVILLE, CALIFORNIA, CONGO, FRANCE, STANFORD  
**FORMAL EDUCATION IN THE FORMER FRENCH COLONY, THE CONGO, WAS INVESTIGATED WITH PARTICULAR EMPHASIS UPON THE IMPLEMENTATION OF EDUCATIONAL POLICY. TWO VERY SPECIFIC PROBLEMS WERE STUDIED—(1) THE TRANSFER OF FORMAL, FRENCH EDUCATIONAL INSTITUTIONS TO AN AFRICAN SETTING FOR THE PURPOSE OF PERFORMING NORMATIVE FUNCTIONS DESCRIBED BY THE SOCIETY AFFECTING THE TRANSFER, AND (2) THE INSTRUMENTAL USE OF THE TRANSFERRED INSTITUTIONS BY THE NEWLY SELF-DETERMINED RECIPIENT SOCIETY. THE DEVELOPMENT OF THE CONGOLESE SCHOOL SYSTEM SINCE 1883 WAS DESCRIBED IN THE CONTEXT OF THE COLONIAL SITUATION OF WHICH IT WAS A PART AND A PRODUCT. THE STUDY ALSO EXPLORED SOME AREAS OF RESEARCH AND POINTED OUT SOME INCONSISTENCIES BETWEEN THE NATURE AND PURPOSES OF THE CURRENT CONGOLESE EDUCATIVE MESSAGE AND THE ADEQUACY AND EFFECTIVENESS OF THE MEANS USED IN THE TRANSMISSION, AND THE QUALITY OF THE OUTCOMES OF THE EDUCATIVE PROCESS AS THEY RELATE TO**

**MORE PRODUCTIVE EFFORTS NEEDED TO BE EXERTED IF CONGOLESE FORMAL EDUCATION IS TO PERFORM ITS ROLE AS AN EFFECTIVE INSTRUMENT OF NATIONAL GOALS AND ASPIRATIONS. RESEARCH MAY HELP FIND OR CREATE SUCH AN INSTRUMENTAL ROLE FOR EDUCATION. (HB)**

### ED 003 015

**HANNA, PAUL R. WHITE, HARRY R.**  
**POSSIBLE EFFECTS OF SELECTED EDUCATIONAL POLICIES AND PROGRAMS ON INCOME SIZE AND DISTRIBUTION IN THE INDUSTRIAL SECTOR OF PERU, PHASE 4—EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.**  
Stanford Univ., Calif. School of Education.  
Report No.—CRP-1032-PT. 4  
Pub Date—64  
Note—135p.

**EDRS Price MF-00.83 HC-\$7.35 Plus Postage.**  
**Descriptors—**\*Educational Opportunities, Educational Policy, \*Educational Programs, \*Employment Opportunities, \*Income, \*International Education, Planning, Surveys, \*Vocational Education

**Identifiers—**CALIFORNIA, EDUCATIONAL POTENTIAL, PERU, STANFORD  
**THE ROLE OF EDUCATION WAS EXPLORED WITH RESPECT TO THE DEVELOPMENT OF PERU. SPECIFICALLY, THE PROBLEM WAS TO IDENTIFY EDUCATIONAL PROGRAMS AND POLICIES THAT APPEAR TO BE INSTRUCTIONAL IN ACHIEVING PERUVIAN NATIONAL GOALS. THE ASSUMPTION OF THE STUDY WAS THAT, ALTHOUGH EDUCATION MAY BE A PREREQUISITE FOR ENTRANCE IN AN OCCUPATION, IT IS THE EMPLOYMENT, NOT THE EDUCATION, WHICH GIVES THE INDIVIDUAL HIS INCOME. GROUP DATA WERE GATHERED BY USE OF A QUESTIONNAIRE INTERVIEW WITH A SELECTED SAMPLE OF THE LARGEST EMPLOYERS, TECHNICAL SCHOOL DIRECTORS, AND EDUCATIONAL EXPERTS. IT WAS FOUND THAT ONLY A SMALL PERCENTAGE OF STUDENTS WHO STUDY INDUSTRIAL SUBJECTS ACTUALLY FIND JOBS IN INDUSTRY (10 TO 40 PERCENT, DEPENDING ON THE LEVEL AND TYPE OF EDUCATION). IN ORDER OF IMPORTANCE, THE REASONS DETERMINED WERE ESSENTIALLY THAT (1) THERE ARE NOT ENOUGH POSITIONS AVAILABLE IN EXISTING INDUSTRIAL FIRMS, (2) THE LEVELS AND TYPES OF TRAINING OFFERED BY MOST INSTITUTIONS ARE INAPPROPRIATE FOR EMPLOYMENT, (3) THE ATTITUDES OF BOTH EDUCATORS AND STUDENTS, IN GENERAL, WERE EITHER AMBIVALENT OR UNFAVORABLE TOWARD INDUSTRIAL EMPLOYMENT. RECOMMENDATIONS WERE OFFERED TO RESOLVE THESE PROBLEMS. (HB)**

### ED 003 016

**FREEMAN, HAROLD HANNA, PAUL R.**  
**THE ROLE OF AGRICULTURAL EDUCATION IN THE ECONOMIC DEVELOPMENT OF THAILAND, PHASE 5—EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED DEVELOPING NATIONS.**  
Stanford Univ., Calif. School of Education.  
Report No.—CRP-1032-PT. 5

**EDRS Price MF-50.83 HC-58.69 Plus Postage.**  
 Descriptors—\*Agricultural Research Projects, Agriculture, Developmental Programs, \*Economics, \*Educational Planning, Foreign Countries, \*International Education, \*Surveys, \*Vocational Education

Identifiers—CALIFORNIA, \*POLICIES, STANDARDS, THAILAND

THE CONTRIBUTION OF EDUCATION TO THE AGRICULTURAL SECTOR OF THE ECONOMY OF THAILAND WAS INVESTIGATED. SPECIAL ATTENTION WAS GIVEN TO THE STUDENTS AND TEACHERS ABOVE THE ELEMENTARY LEVEL. GRADES 8-10, INVOLVED IN THE AGRICULTURAL EDUCATIONAL PROCESS (BOTH ACADEMIC AND VOCATIONAL). THE STUDY CENTERED ON THREE QUESTIONS—(1) DOES THE THAI GOVERNMENT INDICATE A RECOGNITION OF THE IMPORTANCE OF AGRICULTURAL EDUCATION IN ITS ECONOMIC AND EDUCATIONAL PLANNING AND IN ITS FISCAL POLICIES, (2) TO WHAT EXTENT IS THE PRESENT ORGANIZATIONAL STRUCTURE OF AGRICULTURAL EDUCATION DESIGNED TO FACILITATE AGRICULTURAL DEVELOPMENT, AND (3) TO WHAT EXTENT IS AGRICULTURAL EDUCATION CONTRIBUTING TO THE DEVELOPMENT OF FARM-SERVICE GROUPS. SURVEYS WERE CONDUCTED WITH GOVERNMENTAL AND EDUCATIONAL OFFICIALS, TEACHERS AND STUDENTS, AND FIRMS SELLING AGRICULTURAL PRODUCTS, USING INTERVIEWS AND QUESTIONNAIRES. RESULTS OF THE STUDY REVEALED THAT THE MAJORITY OF STUDENTS, ENTERING SENIOR AGRICULTURAL SCHOOLS, DO NOT COME FROM FARM BACKGROUNDS AND HAVE NO PREVIOUS AGRICULTURAL TRAINING. IN ADDITION, THESE STUDENTS ARE (1) PRESENTED WITH EDUCATIONAL PROGRAMS, HEAVILY ORIENTED TOWARD NON-AGRICULTURAL SUBJECTS, (2) PROVIDED WITH LITTLE PRACTICAL EXPERIENCE ON SCHOOL FARMS OR IN FARM SHOPS, (3) GIVEN FEW OPPORTUNITIES FOR EXPERIENCE OUTSIDE SCHOOL WITH LOCAL EXTENSION SERVICES OR EXPERIMENTAL STATIONS, AND (4) ENCOURAGED TO PREPARE FOR UNIVERSITY ENTRANCE EXAMINATIONS. THE STUDY DELINEATES THE FACTORS PREVENTING THE DEVELOPMENT OF PERSONS WHO UNDERSTAND AND CAN WORK AS FARM SERVICE WORKERS. (HB)

**ED 003 266**

MEDLIN, WILLIAM K. AND OTHERS

**EDUCATION AND SOCIAL CHANGE-A STUDY OF THE ROLE OF THE SCHOOL IN A TECHNICALLY DEVELOPING SOCIETY IN CENTRAL ASIA.**

Michigan Univ., Ann Arbor. School of Education. Report No.—CRP-1414 ; CRP-2620  
 Pub Date—DEC 65  
 Note—479P.

**EDRS Price MF-51.50 HC-526.11 Plus Postage.**

Descriptors—\*Changing Attitudes, \*Foreign Countries, \*International Education, Social Values, Sociocultural Patterns, Socioeconomic Influences, Tajik, Uzbek

Identifiers—ANN ARBOR, \*CHANGE AGENT, \*EDUCATIONAL CHANGES, MICHIGAN, MSLIM, \*SOCIAL CHANGES, SOVIET EDUCATION, TURKISTAN, UZBEKISTAN. A DEFINITION OF THE RANGE OF INFLUENCE OF THE UZBEK TEACHER AS AN AGENT OF SOCIOCULTURAL CHANGE IN SOVIET UZBEKISTAN AND A DETERMINATION OF THE ROLE OF THE TEACHER IN TRANSMITTING NEW VALUES AND REINT-

ERPRETING TRADITIONAL CULTURES WERE THE MAJOR PURPOSES OF THE STUDY. AN INTERDISCIPLINARY APPROACH WAS USED WHEREIN HISTORICAL-CULTURAL, PSYCHOLOGICAL, AND SOCIOLOGICAL RESEARCH METHODS WERE USED. POLICIES AND METHODS WHICH SOVIET AUTHORITIES PURSUED OVER A 40-YEAR PERIOD IN UZBEKISTAN HAVE MET WITH QUALIFIED SUCCESS. THE MAJOR CONCLUSION OF THE STUDY WAS THAT THE SCHOOL WAS PERFORMING SPECIFIC AND VITAL ROLES OF CHANGE, THE FORMULATION OF THE UNDERLYING PRINCIPLES OF THIS POSITION INTO A THEORY THAT DEFINES A MODEL FOR SOCIOCULTURAL CHANGE IS A GENUINE POSSIBILITY, BUT WILL DEPEND UPON FURTHER WORK IN THIS FIELD. (HB)

**ED 003 412**

REQUA, ELOISE THOMASINE SISTER M. **EDUCATIONAL RESEARCH AND A REAPPRAISAL OF THE PROCESS OF ECONOMIC DEVELOPMENT.**

Library of International Relations, Chicago, Ill. Royce Coll., River Forest, Ill.

Report No.—CRP-F-042

Pub Date—64

Note—62P.

**EDRS Price MF-50.83 HC-53.50 Plus Postage.**

Descriptors—\*Conferences, Depressed Areas (Geographic), \*Developing Nations, Discussion Groups, \*Economic Research, \*Educational Research, Human Resources, Interdisciplinary Approach, \*Social Problems

Identifiers—CHICAGO, ILLINOIS

A CONFERENCE WAS HELD TO PROVIDE 30 PARTICIPATING SCHOLARS AN OPPORTUNITY TO DISCUSS THE ECONOMIC AND SOCIAL PROBLEMS OF UNDERDEVELOPED NATIONS IN RELATION TO EDUCATIONAL RESEARCH. THE THIRD IN A SERIES OF BIENNIAL CONFERENCES, IT POOLED INTERDISCIPLINARY RESOURCES FOR REAPPRAISAL OF THE MOST RECENT FINDINGS, AND PROVIDED THE ATMOSPHERE FOR AN EXCHANGE OF KNOWLEDGE AND VIEWPOINTS. SOME OF THE CONCLUSIONS DRAWN WERE THAT THE ROLE OF EDUCATION IN ECONOMIC DEVELOPMENT IS NOT PROPERLY UNDERSTOOD, THAT DISCUSSION BETWEEN PROFESSIONAL EDUCATORS AND SOCIAL SCIENTISTS IS OF EXTREME VALUE IN APPROACHING THESE PROBLEMS TO MAKE RESEARCH MORE BALANCED AND TIMELESS IN CHARACTER, AND FUTURE RESEARCH SHOULD BE ENCOURAGED. (RS)

**ED 003 670**

KAZAMIAS, ANDREAS M.

**SOCIAL FUNCTIONS OF THE TURKISH LISE.**

Chicago Univ., Ill.

Report No.—CRP-S-047

Pub Date—65

Note—131P.

**EDRS Price MF-50.83 HC-57.35 Plus Postage.**

Descriptors—Enrollment, Foreign Countries, \*Foreign Students, Questionnaires, \*Secondary Schools, \*Social Development, \*Social Influences, \*Social Values, Student Attitudes, Student Characteristics

Identifiers—CHICAGO, ILLINOIS, TURKEY. THE ROLE OF THE LISE (SECONDARY SCHOOL) IN THE DEVELOPMENT AND MODERNIZATION OF TURKEY WAS STUDIED. THE STUDY INCLUDED PATTERNS OF STUDENT RECRUITMENT, LEVEL OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS, MOBILITY AND THE OCCUPATION STRUCTURE, AND STUDENT VALUES. A

QUESTIONNAIRE WAS ADMINISTERED TO 6,000 STUDENTS. FOUR CATEGORIES OF SCHOOLS WERE SELECTED—PUBLIC, PRIVATE, TURKISH, FOREIGN-OPERATED, AND MINORITY LISES. TURKISH STUDENTS WERE (1) GENERALLY SECULAR IN ATTITUDES TOWARD RELIGION, (2) OPTIMISTIC ABOUT THE FUTURE, (3) ASPIRING AND MINDFUL OF THEIR ROLE IN BUILDING A NEW SOCIETY, AND (4) RELATIVELY "MOBILE." THE LISE WAS VIEWED AS MAJOR AVENUE FOR HIGHER STATUS. HOWEVER, IT PERPETUATES THE GAP BETWEEN THE SMALL EDUCATED ELITE AND THE UNEDUCATED POPULACE. (RS)

**ED 003 713**

MACKERTICH, ALEX

**EDUCATION AS A FACTOR IN ECONOMIC GROWTH.**

Wisconsin Univ., Madison.

Report No.—CRP-S-224

Pub Date—65

Note—305P.

**EDRS Price MF-51.00 HC-516.73 Plus Postage.**

Descriptors—\*Attitudes, Case Studies (Education), \*Developing Nations, \*Economic Progress, Educational Benefits, Literacy, Manpower Development, \*National Surveys, Population Growth, Rural Economics

Identifiers—INDIA, MADISON, WISCONSIN

THE VALUE OF AN EDUCATION IN THE ECONOMIC GROWTH OF AN UNDERDEVELOPED COUNTRY (INDIA) WAS INVESTIGATED USING THE CASE STUDY APPROACH. DATA WERE GATHERED AT BOTH THE CENTRAL GOVERNMENT AND VILLAGE LEVELS THROUGH INTERVIEWS WITH INDIAN GOVERNMENT OFFICIALS AND FROM OFFICIAL GOVERNMENT PUBLICATIONS CONCERNING THE NATION'S EDUCATIONAL EFFORTS, AS REFLECTED IN SUCH THINGS AS LITERACY RATES, SCHOOL ENROLLMENTS, SCHOOL DROPOUTS, AND MANPOWER. THE VILLAGE OF RAJAPUR IN UTTAR PRADESH PROVINCE WAS SELECTED FOR AN INTENSIVE LOCAL STUDY, PRIMARILY BECAUSE OF CONTACTS ESTABLISHED THERE DURING AN EARLIER STUDY OF THE EFFECT OF INDUSTRIALIZATION ON THE HINDU ETHIC AND SECONDLY BECAUSE OF ITS MODERN SUGAR FACTOR WHICH REPRESENTED A PROTOTYPE OF THE FUTURE DEVELOPMENT WHICH MANY INDIAN PLANNERS ENVISION. INTERVIEWS WITH OFFICIALS OF THE SUGAR MILL, SCHOOL ADMINISTRATORS AND TEACHERS, PUPILS, AND PARENTS WERE CONDUCTED OVER A 3-MONTH PERIOD. IN ADDITION, A QUESTIONNAIRE WAS ADMINISTERED TO 5TH, 6TH, 9TH, AND 11TH GRADE PUPILS. THE INTERVIEWS AND QUESTIONNAIRE WERE STRUCTURED TO ELICIT THE ATTITUDES HELD BY RESPONDENTS CONCERNING THE ECONOMIC RETURNS OF AN EDUCATION. EDUCATIONAL PROGRAMS IN INDIA ARE NOT CONDUCTIVE TO THE DEVELOPMENT OF MARKETABLE SKILLS AND THAT MORE ATTENTION TO THIS AREA IS NEEDED IF EDUCATION IS TO ACHIEVE MAXIMUM UTILITY AS AN INSTRUMENT FOR ECONOMIC GROWTH. (JH)

**ED 016 304**

ADLER, C. EISENSTADT, S.N.

**A PROPOSAL FOR A MASTER PLAN FOR RESEARCH OF THE SOCIOLOGICAL ASPECTS OF EDUCATION IN ISRAEL.**

Hebrew Univ., Jerusalem (Israel).

Report No.—BR-5-1404

Contract—OEC-5-21-004

Note—19P.

EA 001 135



**EDRS Price MF-50.83 HC-51.67 Plus Postage.**

Descriptors—Academic Achievement, Culturally Disadvantaged, Demography, Economic Status, Educational Administration, Educational Objectives, \*Educational Research, Gifted, Higher Education, Immigrants, \*Master Plans, School Systems, Secondary Education, \*Social Factors, Socioeconomic Influences, \*Technological Advancement, Youth Programs

Identifiers—ISRAEL, JERUSALEM

TWO MAJOR CHARACTERISTICS OF THE DEVELOPMENT PATTERNS OF ISRAEL'S SOCIAL STRUCTURE SINCE THE THIRTIES (SOCIO-DEMOGRAPHIC CHANGES, ESPECIALLY JEWISH IMMIGRATION FROM DEVELOPING COUNTRIES, AND A RAPID TRANSITION TO A TECHNOLOGICALLY BASED SOCIETY) HAVE NECESSITATED THE DEVELOPMENT OF A MASTER PLAN FOR EDUCATIONAL RESEARCH. THE RESEARCH PLAN INCLUDES THE FOLLOWING STUDIES: (1) AN EXAMINATION OF THE EXISTING MECHANISMS OF SOCIAL SELECTION THROUGH EDUCATION, ESPECIALLY AT THE POST-PRIMARY LEVEL, (2) INVESTIGATION OF THE ADJUSTMENT PROCESS OF EDUCATIONAL ADMINISTRATION, (3) STUDIES OF THE CAUSES OF DIFFERENTIAL SCHOLASTIC ACHIEVEMENT CONNECTED WITH MEMBERSHIP IN COMMUNAL AND DURATION-OF-RESIDENCE GROUPS AND EXAMINATION OF STEPS TAKEN BY THE AUTHORITIES TO REDUCE DISPARITY IN ACHIEVEMENT, (4) AN INVESTIGATION OF THE FUNCTION OF EDUCATION IN THE PROCESS OF MODERNIZATION OF GROUPS WHICH HAVE NOT YET UNDERGONE SOCIAL AND/OR CULTURAL TRANSFORMATION USUALLY ASSOCIATED WITH WESTERN EDUCATION, (5) AN EXAMINATION OF THE EFFECTS OF CHANNELING GROWING NUMBERS OF ORIENTAL PUPILS TO SECONDARY AND HIGHER EDUCATION, (6) STUDIES OF METHODS USED IN SELECTING GIFTED PUPILS AND IN EVALUATING ACHIEVEMENT, (7) STUDIES OF YOUTH CULTURES, AND (8) BROADER COMPARATIVE IMPLICATIONS OF THE ANALYSIS OF EDUCATION IN PROCESSES OF SOCIAL AND CULTURAL TRANSFORMATION. (HW)

tional "dices showed a larger change component over the twenty-year span. All educational variables were related to the amount of change on the social and economic indices by using multiple correlation statistical analysis. (JM)

**ED 026 401**

TE 499 963

*Radcliffe, David J.*

**Education and Primary Development in Malaya 1900-1940; A Study of the Malay Community. Final Report.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—31 Dec 68

Contract—OEG-0-8-070111-0200-010

Note—77p.

**EDRS Price MF-50.83 HC-54.67 Plus Postage.**

Descriptors—\*Acculturation, Anthropology, Community, Community Characteristics, \*Community Development, \*Community Education, Cultural Interrelationships, Cultural Pluralism, Group Structure, Group Unity, History, Political Attitudes, Religious Cultural Groups, Social Change, Social Integration, \*Social Sciences, Social Studies, Social Systems, Social Values, \*Sociocultural Patterns, Sociology

Identifiers—"Malaya"

This study investigated low-level primary education of rural village schools in Malaya to determine the influence of education in the development of the Malaysian community during the period from the 1890's to 1941. In addition, the concept that the "mass" can develop into an "audience" with specific interests and demands was considered. The four sources of information for the research were official government records in London and Kuala Lumpur, interviews with Malay schoolteachers, the pre-war Malay press, and a local survey in the sub-district of Ulu Langat, Selangor, Malaya. The investigation revealed that, at the establishment of the colonial government (1896), the Malays of the Federated Malay States were not a homogeneous community, but a diversity of Malaysian peoples. The period of British rule saw the emergence of the Malay community as colonial policies caused both stimulation and reaction. Among the educational forces contributing to the creation of a cultural community were the government Malay vernacular primary schools, the trained Malay schoolteachers, the Islamic religious teachers, and the secular Malay vernacular press. (Author/JS)

**ED 029 122**

VT 008 138

*Alexander-Fritsch, Marion, Ed.*

**Occupational Education and Training for Development: Account of an International Conference at Stanford.**

Stanford Univ., Calif. Stanford International Development Education Center (SIDECE).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No. OET-2

Pub Date—68

Contract—OEG-4-7-062597-1654

Note—228p.

Available from: Publications Secretary, SIDECE, School of Education, P.O. Box 2329, Stanford, California 94305

**EDRS Price MF-50.83 HC-51.71 Plus Postage.**

Descriptors—Agricultural Education, \*Conference Reports, Curriculum Development, Educational Improvement, Educational Needs, \*Educational Problems, Foreign Countries, Interdisciplinary Approach, \*International Programs, Organization, \*Program Planning, Research Needs, \*Vocational Education, Workshops

Identifiers—"Workshop On Occupational Education And Training"

Thirty-three participants with experience in 15 countries concerned themselves with the following issues: (1) the role of education in achieving eco-

nomic-social-political development, (2) types of skills, knowledge, and personality traits needed in different occupational roles, (3) the allocation of functions of occupational education among various institutions and systems of instruction, (4) organizations and incentives for promoting training by employing organizations, (5) ways of providing feedback about the actual needs of the production system, (6) the advisability of separate academic and vocational schools at secondary level, (7) the cost effectiveness of occupational education, and (8) methods of financing occupational education. Major topics discussed during the July 24-August 4, 1967 period were: (1) Interrelationships of General and Occupational Education, (2) Curriculum Development in Occupational Education and Training, (3) Organization of Occupational Education and Training, (4) Agricultural and Rural Aspects of Occupational Education and Training, and (5) Frontiers for Action in Occupational Education and Training. Discussion of the workshop participants, 16 pre- and 16 post-workshop papers presented by participants, and a reference list are included. (DM)

**ED 029 353**

EA 002 004

*Farrell, Joseph P.*

**A Cross-National Study of Education and Development Using Scalogram Analysis: The Structural Differentiation of Developing Educational Systems. Final Report.**

Syracuse Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Sep 68

Contract—OEG-0-8-000001-1861-010

Note—325p.

**EDRS Price MF-51.00 HC-51.67 Plus Postage.**

Descriptors—Bibliographies, Comparative Education, \*Developing Nations, Educational Research, Foreign Countries, Hypothesis Testing, \*Measurement Instruments, \*Measurement Techniques, \*National Programs, \*School Systems, Social Systems, Statistical Analysis, Systems Approach

Identifiers—Guttman Scale, Guttman Scalogram, Latin America

A major variable by which national educational systems may be compared is their structural differentiation, defined (1) as a process, referring to the multiplication of one structural element into two or more structurally distinct elements; and (2) as a state, referring to the number of structurally distinct elements which exist in a system at a particular point in time. Findings of the study, based on data for 1950 and 1960 from the 19 Latin American and 49 non-Western nations autonomous before 1960, generally supported two basic hypotheses: (1) The sequence of acquisition of structural elements in Latin American educational systems has tended to follow the item ranking of a Guttman scale of structural differentiation for that area, and (2) better than 50% accurate prediction of the structural elements an educational system will next acquire is possible when the system's differentiation level is known. Both alone and in conjunction with enrollment ratios, communicability, and urbanization, structural differentiation was found to be a key variable in educational system adaptiveness. Development of the scalogram is explained, supporting correlational data are tabulated, and bibliographies of source material are appended. (JK)

**ED 029 399**

EA 002 347

*Bullough, Vern L.*

**An Historical Case Study of the Effect of Educational Reform on an Underdeveloped Area: Scotland in the Eighteenth Century. Final Report.**

San Fernando Valley State Coll., Northridge, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Apr 69

**ED 025 365**

RC 003 112

*Kohlblatt, Phyllis K.*

**Education in Relation to Social and Economic Change in Mexico.**

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—CRS-5-008

Pub Date—Jun 68

Contract—OEG-4-10-100

Note—460p.

**EDRS Price MF-51.33 HC-52.74 Plus Postage.**

Descriptors—Cultural Factors, Diffusion, \*Economic Development, Economic Factors, \*Educational Change, \*International Education, \*Rural Environment, Rural Urban Differences, Social Change, \*Social Development, Social Factors

Identifiers—"Mexico"

Numerous factors of the education process were analyzed statistically in relation to variables relating to social and economic change factors during the period 1930-1960 in Mexico. Major findings included the following: (1) from 1940 to 1960 general economic and social conditions became more favorable, but post-primary schooling of adults did not improve; (2) little indication was shown for differential growth indices between the several Mexican states; (3) the stability of relationships depended to a large extent on lack of an identification with the Federal state; and (4) the areas lagging behind na-

Contract—OEG-4-7-061289-2962  
Note—56p.

**EDRS Price MF-50.83 HC-53.50 Plus Postage.**  
Descriptors—Case Studies (Education), Curriculum Development, Economic Development, Educational Background, \*Educational Change, \*Educational History, \*Educational Innovation, Higher Education, Industrialization, \*Intellectual Development, Parochial Schools, Population Growth, Primary Education, Religious Conflict, Social Mobility, \*Socioeconomic Influences, Urbanization

Identifiers—\*Scotland

To test the hypothesis that the rise of intellectual eminence in 18th century Scotland is related to educational reforms which occurred during that era, a sample of 375 eminent Scotsmen was selected and relevant biographical information was collected. In addition, the parishes in which the eminent men were either born or educated were investigated, along with a random sample of noncontributing parishes. The findings indicate that various factors were related to the emergence of eminent men, including population growth and concentration, change in the nature of the economy, and a general increase in prosperity. Although educational reform and innovation at the elementary level and extension of university education were also found to be significantly associated with eminence, degrees of eminence and level of educational achievement were not related. In general, those areas which diverted a portion of their resources to educational reform produced a significant proportion of the eminent Scots in the 18th century. (Author/JH)

**ED 043 541** SO 000 270  
Evans, David R.

**Attitudes and Behavior of Teachers in Uganda: An Aspect of the Process of National Development.**  
Stanford Univ., Calif. Stanford International Development Education Center.

Spons. Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Report No.—ESCA-1

Pub Date—69

Contract—OEG-4-7-062597-1654

Note—320p.

Available from—Publications Secretary, SIDE, School of Education, P. O. Box 2329, Stanford, California 94305

**EDRS Price MF-\$1.00 HC-\$16.73 Plus Postage.**  
Descriptors—Citizenship, \*Developing Nations, Educational Research, Educational Sociology, Interaction Process Analysis, Political Attitudes, \*Political Socialization, School Role, \*Secondary School Students, Student Attitudes, \*Teacher Characteristics, \*Teacher Role, Transfer of Training, Values

Identifiers—\*Africa, Uganda

This monograph is the first in a group of studies on the role of education in the formation of social and civic attitudes. It is the basic tenet of this study that the differences in background, attitudes, and behavior of secondary school teachers in Uganda have significant implications for the effects which schools have on the attitudes, values, and knowledge of the pupils. The identification of various types of teachers in terms of their own orientations towards crucial aspects of the national development of Uganda provides important baseline information for further studying the school as an agent of political socialization in new states. Chapters include descriptions of: 1) educational system in Uganda; 2) sampling procedure; 3) pretest, coding and analysis, questionnaire administration, data processing; 4) factor analysis; 5) definition of teacher groups; 6) teacher communications behavior, affective and cognitive orientation toward government, awareness and discussion of National affairs; 7) teacher views of pupil participation, and relevance of education; 8) teacher interaction with society, and the

community; and, 9) teacher as an innovator. The present analysis could prove useful for the planning tasks of recruiting, training, and utilization of the teachers. (SBE)

**ED 043 542** SO 000 271

Pearse, Richard

**Intergroup Attitude Change in a Tribal Society: An Experimental Study in a New Guinea School.**

Stanford Univ., Calif. Stanford International Development Education Center.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ESCA-5

Pub Date—70

Contract—OEG-4-7-062597-1654

Note—117p.

Available from—Publications Secretary, SIDE, School of Education, P. O. Box 2329, Stanford, California 94305

**EDRS Price MF-50.83 HC-\$6.01 Plus Postage.**  
Descriptors—Changing Attitudes, Cultural Interrelationships, \*Developing Nations, Educational Research, Educational Sociology, Interaction Process Analysis, \*Intergroup Relations, Research Methodology, \*School Role, \*Secondary School Students, Social Attitudes, Social Integration, \*Socialization, Student Attitudes

Identifiers—New Guinea, \*Tribal Society

The general purpose of this study is to investigate the effects of education or common schooling upon the attitudes of high school students who are socialized in tribal societies and who belong to different sociocultural groups within the total society. The specific problem is to conceptualize the independent variables which can be considered to have theoretical relevance for the formation of interpersonal attitudes, to derive from them conditions of interpersonal experience which can be expected to lead to the formation of positive attitudes, and to test the relationship between experience and attitude in an experimental design in a field setting. Chapters discuss: 1) theory of conditions of interaction to promote positive attitudes; 2) population and experimental sample; 3) treatments of forced compliance and participation in goals, observation of interaction, attitude scales, sociometric test, measurement of actual associations, testing procedures; 4) statistical results and inferences; and, 5) theoretical and practical significance, i.e. under certain conditions, different patterns of classroom interaction do affect intergroup attitudes, and lead to better understanding of the relationship between education and the integration of social and political communities. See SO 000 270 for related documents. (SBE)

**ED 043 543** SO 000 272

Pearse, Richard Bezançon, Keith A.

**Education and Modernization of Micronesia: A Case Study in Development and Development Planning.**

Stanford Univ., Calif. Stanford International Development Education Center.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ESCA-3

Pub Date—70

Contract—OEG-4-7-062597-1654

Note—100p.

Available from—Publications Secretary, SIDE, School of Education, P. O. Box 2329, Stanford, California 94305

**EDRS Price MF-50.83 HC-\$4.67 Plus Postage.**  
Descriptors—Decision Making, \*Developing Nations, Economic Development, Educational Attitudes, \*Educational Development, Educational Objectives, \*Educational Planning, Educational Policy, Educational Research, Educational Sociology, Manpower Development, \*Models, \*Social Change, Socioeconomic Influences, Systems

Development  
Identifiers—\*Micronesia, Social Control

The case study examined the development of an overall education plan for the Trust Territory of the Pacific Islands. The methodology of multidisciplinary education planning through the use of general comparative analysis models of political, economic, and social development is explained: Almond and Powell's framework for the analysis of political systems, Ward H. Goodenough's paradigm of wants and needs of change agents and their clients, and Harbison and Myers' model for human resource development. Both the strengths and weaknesses of the methodology and the models alike are discussed: the validity of comparison, reliance on judgmental analysis, and the needs for precision propositions, cost analysis data, and educational research. The needs for political and economic development and social change are considered from two points of view: the definition of the goals, and the relationships within and between these systems and the education that are necessary for goal attainment. The models were used to determine the relationships and to logically analyze their (models) applications to the conditions in this developing area. It is assumed that education is necessary for goal attainment: leadership development, manpower and economic development, and participation of the people in the decision-making processes. (SBE)

**ED 043 544** SO 000 273

Paez-Gomez, Joaquin

**Education and National Development in Colombia.**

Stanford Univ., Calif. Stanford International Development Education Center.

Spons. Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Report No.—ESCA-2

Pub Date—69

Contract—OEG-4-7-062597-1654

Note—185p.

Available from—Publications Secretary, SIDE, School of Education, P. O. Box 2329, Stanford, California 94305

**EDRS Price MF-50.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Community Leaders, \*Developing Nations, Economic Change, \*Educational Attitudes, \*Educational Development, Educational Research, Educational Sociology, \*Social Change, Socioeconomic Influences

Identifiers—\*Colombia

This study is an exploration of the patterns of consensus and dissensus among the country's leaders in their attitudes, opinions, perceptions, and reservations about social and economic changes through education. It is a case study of a country where the ideas of education playing an important role in modernization is only partially accepted. How do 216 Colombian leaders: 1) evaluate the performance of the educational system as a change agent, 2) make judgments about education—definitions of problems, solutions, standards, values, perceptions, 3) define development—integrated, multi-dimensional, one-faceted, 4) integrate the educational system into their concepts of national development, and 5) integrate other institutions, such as foreign agencies, the central government, the Catholic Church, into their concepts of national development? In general, the interview results suggest that the leaders were not able to integrate the educational system into the process of national development. They showed only an incomplete grasp of educational process, the modernization process, or the idea of development; many of their ideas were conditioned by their position in society and special areas of interest; and, they were unable to consider other institutions or the government for integrated roles in development. (SBE)

ED 043 78 VT 011 849

Rao, B. S. Venkata

**Education and Training for Industrial Development in India; The Problem of Linkages.**

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—69

Contract—OEC-4-7-062597-1654

Note—106p.

Available from—Publications Secretary, SIEEC, School of Education, P.O. Box 2329, Stanford University, Stanford, California 94305

**EDRS Price MF-0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Educational Improvement, Educational Problems, Foreign Countries, Industrial Training, \*Job Training, \*Manpower Needs, Program Development, Program Evaluation, \*Trade and Industrial Education, \*Training Objectives

Identifiers—India

Written as a monograph based on previous research conducted at Stanford University as well as in India, this document is concerned with the improvement of India's existing industrial education and training in relation to aims of industrial growth. Focusing on the need to achieve a consistency between the objectives of the industrial education and training system and those of the industrial sector, this monograph attempts an evaluative review of the Indian system and indicates problem areas requiring attention. Suggestions are offered for improving the effectiveness of the system that trains qualified manpower for industry, including an action-oriented program of skill formation in modern small industry in India. (Author)

ED 043 769 VT 011 851

Fuller, William P.

**Education and Productivity: A Study of Skilled Workers in Two Factories in South India.**

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—70

Contract—OEC-4-7-062597-1654

Note—138p.

Available from—Publications Secretary, SIEEC, School of Education, P.O. Box 2329, Stanford University, Stanford, California 94305

**EDRS Price MF-0.83 HC-\$7.35 Plus Postage.**

Descriptors—Ability, Environmental Influences, \*Foreign Countries, \*Job Training, Off the Job Training, On the Job Training, \*Productivity, \*Skilled Occupations, Task Performance, \*Trade and Industrial Education, Work Experience

Identifiers—India

To examine the contributions of specific kinds of occupational training to the productivity of workers with different levels of formal schooling, interviews were used to collect data on general education, trade training, work experience, environmental characteristics, and general ability from 598 turners, millers, and grinders in two factories in Bangalore, India. There were significant differences in the productivity of workers with different kinds of training, but the best producers were workers with similar levels of education and environmental backgrounds and with mainly informal in-plant training. Workers who had formal training in technical schools were promoted within skilled occupational categories more rapidly than workers with primarily in-plant training, which suggests that promotion is determined more by a certificate of qualification than by actual job performance. The differences in productivity between workers with primarily outside training and other workers seem to reflect differences in attitudes and behavior unrelated to job knowledge and skill. (SB)

ED 043 783 VT 011 963

Cories, Josefine R.

**Factors Associated with the Migration of High-Level Persons From the Philippines to the U.S.A.**

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—70

Contract—OEC-4-7-062597-1654

Note—248p.

Available from—Publications Secretary, SIEEC, School of Education, P.O. Box 2329, Stanford Univ., Stanford, California 94305

**EDRS Price MF-0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Developing Nations, Educational Needs, Foreign Countries, \*Individual Characteristics, Manpower, Needs, \*Migration, \*Professional Personnel, \*Socioeconomic Influences

Identifiers—Philippines

Although all countries face shortages of professional personnel, the problem is especially critical for the developing nations, who face the drain of high-level manpower to developed nations. This study of the migration of manpower from the Philippines to the United States identifies the major factors in this exodus, improves prediction techniques, and analyzes ways to minimize emigration through improved educational programs. Out of a population of 9,613 college-educated Filipinos who studied in the United States between 1960 and 1965, 753 names were chosen through disproportionate stratified sampling of the medical and nonmedical segments of the population. After further division of the sample into those who returned to the Philippines and those who remained in the United States, usable questionnaires were returned by 66 migrants and 188 nonmigrants. The report concludes from the data that migration is highly related to attitudes toward the home country, as well as personal characteristics such as age and sex. Consequently, a short-run program to reduce emigration should involve government support of education for individuals carefully screened for attitudes and personality traits. In the long run, however, education and the climate for research must be improved so that talent is adequately utilized. (BH)

ED 046 238 EM 008 658

Chadwick, Clifton

**Educational Technology in International Development Education.**

Florida State Univ., Tallahassee. Dept. of Educational Research.

Pub Date—Nov 70

Note—59p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Cost Effectiveness, \*Developing Nations, Dropouts, Education, Educational Innovations, Educational Planning, \*Educational Problems, \*Educational Technology, Enrollment Influences, Information Dissemination, Manpower Needs, Systems Analysis, Teaching Models

Identifiers—Brazil, Columbia, El Salvador, India, Korea

Many developing countries face severe problems in their education systems, and their search for solutions to these problems is conducted with great urgency. An important area where possible solutions are being examined is educational technology. This paper examines five questions which are important to its use in developing countries: (a) what are the main problems of education in the developing nations; (b) what is educational technology; (c) to what problems has it been applied and with what results; (d) what new approaches, developments and innovations are being prepared which are relevant to the developing nations; and (e) what must be done in educational technology if it is to be truly responsive to their needs? In summary, it is con-

cluded that developing countries must be shown the cost-benefit of educational technology. A bibliography is appended. (Author/MF)

ED 049 555 EA 003 480

Coladarsi, Arthur P.

**Content and Instructional Methods of Education for the Economic-Political-Social Development of Nations. Final Report.**

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Pub Date—Apr 71

Contract—OEC-4-7-062597-1654

Note—29p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Curriculum, \*Developing Nations, \*Economic Development, Educational Development, \*Educational Planning, Educational Strategies, Human Resources, \*Teaching Methods, Vocational Education

This document reports on a project that developed through case studies of various countries, empirical evidence of the impact of curriculum content and method on national economic, social, and political growth. Specific problems studied were (1) occupational education and training for development, (2) education's role in the formation of social and civic attitudes, and (3) education and the rural-urban transformation. The various case studies suggest that the process of education is almost everywhere too narrowly conceived and generally underplanned or poorly planned. (LLR)

ED 052 265 UD 011 555

Passow, A. Harry

**Research and Development in Compensatory Education Abroad. ERIC-IRCD Urban Disadvantaged Series, Number 23.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 71

Contract—OEC-0-9-420088-2327(519)

Note—64p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Administrative Organization, \*Comparative Education, \*Compensatory Education, \*Educational Change, \*Educational Development, \*Educationally Disadvantaged, Educational Research, School Integration

In most countries in the world, the democratization of education is a major concern of educational and social planners. This report reviews and briefly describes research and development programs in countries other than the United States. The review suggests that the concerns and the patterns being followed generally parallel activities in the U.S. "Disadvantaged" groups tend to be those of racial or ethnic minority group status, immigrants and immigrants, and those of low socioeconomic or impoverished status. The programs are generally similar to those of the U.S., although there are some elements of difference in both problems and programs. Americans will do well to open further the lines of two-way communication to fill in knowledge gaps, bolster theory, and better understand the nature and meaning of compensatory programming. (Author/DM)

ED 056 925 SO 001 835

Gale, Laurence

**Education and Development in Latin America:**

With Special Reference to Colombia and Some Comparison with Guyana, South America. World Education Series.

Pub Date—69

Note—185p.; World Education Series

Available from—Frederick A. Praeger, Inc., Publishers, 111 Fourth Avenue, New York, New York 10003 (\$5.00)

#### Document Not Available from EDRS.

**Descriptors**—\*Area Studies, \*Comparative Education, Cultural Factors, Curriculum Development, Developing Nations, Economic Factors, \*Educational Development, Educational Legislation, \*Educational Policy, Elementary Grades, Equal Education, Higher Education, \*Latin American Culture, Political Issues, Secondary Grades, Social Factors, Vocational Education.

**Identifiers**—\*Colombia, Educational Systems, Guyana

In this volume are surveyed some problems which arise in Latin American countries in the belief that even though solutions to them may differ somewhat from one country to another the conditions in which they arise are sufficiently similar to make comparisons possible and useful. After describing the uneven provision of schools for different sections of the community as characteristic of all Latin American countries, the author goes on to point out that the peoples of Latin America are not homogeneous and have never felt themselves to be one people. In the course of time the peoples and cultures have intermingled but even so the continent is still a confusion of languages and cultures with great differences in climate and terrain, between social classes, between the rich and the poor, and between rural and urban dwellers. Against this background of diversity, common features in education throughout Latin America are examined, areas of cooperation and agreement, and differences of policy and provision. Colombia is used for illustration. (Author)

#### ED 056 929 SO 001 884

*Fitzman, Joseph R.*  
**Teachers in Latin America as Transmitters of Sociopolitical Values. Final Report.**

Oregon Univ., Eugene.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date—Oct 69  
Contract—OEC-6-10-151  
Note—567p.

**EDRS Price MF-01.67 HC-030.13 Plus Postage.**  
**Descriptors**—Behavioral Science Research, Change Agents, Comparative Education, \*Educational Change, Educational Objectives, \*Educational Sociology, Political Influences, \*Political Socialization, \*Social Change, Socialization, Socioeconomic Influences, Teacher Characteristics, Teacher Education, Teacher Participation, Teacher Role, \*Values

**Identifiers**—\*Educational Systems, Poland

The objectives of this research conducted between 1966 and 1968 were to analyze: 1) the role of education within the new Polish political system and the political culture; 2) the existing school organization, including the various reforms; 3) the process of teacher education and the role as well as place of teachers in the new political and socio-economic structure; and, 4) to determine the relative effectiveness of the educational enterprise and the teacher in meeting the definite expectations and goals of the political system; and, 5) to identify some of the factors which affect the process of value socialization, especially as this process concerns the educational enterprise and the teachers as socializers. The methods involved: 1) analysis of available literature; 2) interviews with educators and secondary school students; 3) school visitations; 4) analysis of student examinations; 5) attendance at conferences; and, 6) analysis of questionnaires administered to 416 education students and 276 secondary school teachers in five districts. It was found that both the educational system and the teachers were caught between conflicting pulls of values and norms with teachers not quite trained to meet systemic expectations, and the political system itself placing lower allocation priorities on education than on ventures with im-

mediate and visible payoff quality. The major influencing factors in the socialization of teachers were: teacher age, prestige of educational background, commitment to general education, tenure, community, and social class. (Author/SBE)

#### ED 059 954 SO 002 670

*Weiler, Hans N.*  
**Education and the Formation of Social and Civic Attitudes: Summary of Research. Final Report.**

Stanford Univ., Calif. Stanford International Development Education Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—ESCA-17  
Pub Date—71  
Contract—OEC-4-7-062597-1654  
Note—72p.

**EDRS Price MF-00.83 HC-03.50 Plus Postage.**  
**Descriptors**—Abstracts, African Culture, American Culture, \*Behavioral Science Research, Changing Attitudes, \*Comparative Education, \*Cross Cultural Studies, Cultural Context, Educational Development, \*Educational Sociology, Foreign Countries, Political Attitudes, Political Influences, \*Political Socialization, Research Reviews (Publications), Socioeconomic Influences, Sociometric Techniques, Student Attitudes

The major explanatory interests of 17 studies summarized and individually abstracted in this report are: 1) the relationships between characteristics and conditions of educational systems and processes; and, 2) the pattern and trends in the formation of political and politically relevant attitudes among children and adolescents exposed to such systems and processes. During this part of a 5-year research program which began in 1966 3 studies were set in the U.S., 6 in Africa, and 1 each in Colombia, Micronesia, Venezuela, New Guinea, Malaysia, Singapore, Chile, and West Germany. A description of each study's purpose, setting, methodology, and major findings is provided in the 2-4 page abstracts in Chapter 2. An overview of the project's problem areas, its relationship to the growing field of political socialization, and specific project objectives are given in Chapter 1. Chapter 3 includes a discussion of selected empirical findings, recommendations for further research, and methodological notes. Significant factors in attitude development were found to be outside of the formal curriculum: in the general societal context and the organizational and cultural configurations within school settings. Two books by the author, substantially based on the project findings, will be published in 1972. (Author/DJB)

#### ED 061 745 EM 009 775

*Bugental, James F. T.*  
**The Human Possibility: An Essay Toward a Psychological Response to the World Macrophysics.**

Stanford Research Inst., Menlo Park, Calif.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.  
Report No.—MR-EPRC-6747-11  
Pub Date—Sep 71  
Contract—OEC-1-7-071013-4274  
Note—99p.

**EDRS Price MF-00.83 HC-04.67 Plus Postage.**  
**Descriptors**—Developed Nations, \*Educational Development, Humanism, Nuclear Warfare, Psychological Patterns, \*Self Actualization, \*Social Planning, Social Psychology, Social Values, Sociology, World Affairs, \*World History, \*World Problems

**Identifiers**—Social Synergy

An essay explores alternative futures for mankind and the psychological and sociological changes needed to insure survival. The author asserts that to escape disaster it will be necessary to implement

new concepts of control and self-direction; man's self-image must allow for the spectrum of human diversity. Two alternative philosophical views of man, the mechanomorphic and the humanistic, are discussed, then the development of human culture is further elaborated on in terms of eight stages of maturation (called intentionality, gestalts) ranging from primitive to transcendent. It is concluded that increased realization of human potential requires social synergy rather than social competition. The essay discusses sketches for a new educational system to facilitate the actualization of human potential, and advances theories for obtaining an optimally functioning pluralistic society. (RB)

#### ED 061 913 HE 003 038

*Rothblatt, Sheldon*  
**Studies in the Social and Cultural History of British Universities. Final Report.**

California Univ., Berkeley. Dept. of History.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date—1 Sep 70  
Contract—OEG-9-140441-0070(010)  
Note—10p.

**EDRS Price MF-00.83 HC-01.67 Plus Postage.**  
**Descriptors**—\*Educational Change, \*Educational Development, \*Educational Research, \*Higher Education, \*International Education, \*Universities

The principal objective of the present study is to analyze in proper historical dimensions, perspective, and detail the character of institutional change over time, and the response of universities to basic alterations in the structure and values of society. The period under consideration is primarily the great era of industrialization in England, from approximately 1760 to 1860. Since this was the first major transformation of the total character of western society to occur historically, the period offers an excellent example of the pattern of institutional response to economic, social, and technological change. The study explores primarily the nature and structure of teaching over time at Oxford and Cambridge. The ultimate goal of the work is to widen understanding of the social, cultural, and institutional conditions that make communication possible. No conclusions are made in the present report. (Author/HS)

#### ED 076 163 HE 004 151

*Rosen, Seymour M.*  
**The Development of Peoples' Friendship University in Moscow.**

Institute of International Studies (DHEW/OE), Washington, D.C.  
Report No.—DHEW-OE-72-132  
Pub Date—73  
Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (530 Stock Number 1780-1007)

**EDRS Price MF-00.83 HC-01.67 Plus Postage.**  
**Descriptors**—\*Developing Nations, \*Experimental Colleges, \*Higher Education, \*International Education, International Programs, \*International Relations  
**Identifiers**—\*Peoples' Friendship University, Soviet Union

This study focuses on the training of students from the developing countries of Asia, Africa, and Latin America in a special institution in the Soviet Union established for the purpose, the Peoples' Friendship University. Since its founding in 1960, this unique institution has been the subject of considerable interest among educators and others concerned with international relations and development. Sufficient time has now elapsed to permit at least a preliminary assessment of the institution's pedagogical effectiveness and limitations. The author attempts to contribute to this kind of analysis in his review of the evidence from the uni-

versity's first dozen years from 1960 to 1972. (Author/HIS)

**ED 082 625** HE 004 650  
*Hayden, Howard*  
**Higher Education and Development in South-East Asia. Volume I. Director's Report.**

International Association of Universities, Paris (France).United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—67  
Note—508p.

**EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Comparative Education, Developing Nations, \*Educational Development, \*Educational History, Educational Improvement, Educational Innovation, \*Foreign Countries, \*Higher Education, Social Development  
Identifiers—Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, \*Southeast Asia, Thailand, Viet Nam

This document reports a study of the role of institutions of higher education in the development of countries in South-East Asia covering Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Viet-Nam. Emphasis is placed on the geographical, historical and social background; patterns of education within the region; higher education; education as a service and investment; economic problems and development planning in the region; characteristics of national economic development plans; the high-level manpower needs of development; social development and higher education; language policy and higher education; national development and qualitative implications for higher education; the structure and growth of post-secondary institutions; students, study and welfare; teachers, teaching and research; and regional co-operation and higher education. Major issues discussed include manpower, social and cultural projection of higher education, institutional patterns, students and studies, teachers and teaching, inter-regional co-operation, and a proposed South-East Asian Institute of Higher Education and Development. Appendices of related material and statistical data are included. Related documents are HE 004 651, HE 004 652, and HE 004 673. (MJM)

**ED 082 626** HE 004 651  
*Hayden, Howard And Others*  
**Higher Education and Development in South-East Asia. Volume II. Country Profiles.**

International Association of Universities, Paris (France).United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—67  
Note—619p.

**EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Comparative Education, Developing Nations, \*Educational Development, Educational Finance, Educational Improvement, Educational Innovation, \*Foreign Countries, \*Higher Education, Social Development  
Identifiers—Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, \*Southeast Asia, Thailand, Viet Nam

This document, the second of three volumes concerned with the role of institutions of higher education in the development of countries in South-East Asia, presents country profiles for Burma, Thailand, Laos, Cambodia, Viet-Nam, Malaysia, Singapore, Indonesia, and the Philippines. The profile emphasizes background, higher education, educational development objectives and finance. The section on background covers land and people, the socio-economic situation, and the educational system. The

section on higher education emphasizes structure, organization and administration, enrollment and graduation trends, the position in the main fields of study, students staffing, extension work, and study abroad. The educational development objectives and finance section discusses plan objectives for educational development and financing educational development. Statistical data are included. Related documents are HE 004 650, HE 004 652, and HE 004 673. (MJM)

**ED 082 627** HE 004 652  
*Noss, Richard*  
**Higher Education and Development in South-East Asia. Volume III. Part 2. Language Policy and Higher Education.**

International Association of Universities, Paris (France).United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency—Ford Foundation, New York, N.Y.  
Pub Date—67  
Note—217p.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Comparative Education, Developing Nations, Educational Development, Educational History, Educational Improvement, Educational Innovation, \*Foreign Countries, \*Higher Education, \*Language Development, \*Languages, Social Development  
Identifiers—Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, \*Southeast Asia, Thailand, Viet Nam

This document, the second part of the third volume in a study conducted with the role of institutions of higher education in the development of countries in South-East Asia, discusses the problems aroused by language in the region. Chapters I-IV cover assumptions of the study, common problems of the region, current solutions, and future outlook. Chapters V-XII study the policy, the instruments of policy, ethnic groups and media instruction, language courses and their objectives, language-teaching resources, effects on non-language courses, and the effects on higher education in Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Viet-Nam, and the Thailand. Related documents are HE 004 673, HE 004 650, and HE 004 651. (MJM)

**ED 097 262** SO 007 827  
*Bangdiala, Ishver S.*  
**The Effect of Socio-Economic Levels on Selected Educational Factors in Puerto Rico.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—June 74  
Contract—OEG-2-2-2B017  
Note—87p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
Descriptors—\*Academic Achievement, \*College Admission, Comparative Analysis, Comparative Education, Correlation, \*Dropouts, International Education, National Surveys, School Surveys, \*Socioeconomic Influences  
Identifiers—\*Puerto Rico

This project investigates changes in the socioeconomic level (SEL) of the families of Puerto Rican school children in the last 10 years. The effects of these changes on selected educational variables—reading comprehension, school dropouts, and admission to institutions of higher education—are studied. A comparison is made between data collected in 1966 and that collected in 1973 for the present study of a probability sample of 884 students from intermediate and high schools both public and private, urban and rural. The results of the comparative analysis indicate that the SEL for school children is increasing, that there is a high correlation between SEL and reading comprehension scores, that dropouts have continued to be very

low in comparison with public schools, and that the existing relationship between SEL and academic achievement creates discrimination toward the "poor" in university admission policy. The study confirms that which was expected; however, continuing study of socioeconomic and educational levels, particularly in the developing countries, is necessary if planning and resource allocations are to be effective. (JH)

**ED 099 133** PS 007 622  
*Young, Harben Boutourline*

**Nutrition and Child Growth and Development in Tunisia. Annual Progress Report, September 1, 1971–August 31, 1972.**

Tunisian National Inst. of Child Health, Tunis. Tunisian National Inst. of Nutrition and Food Technology, Tunis.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date—Nov 72  
Note—44p; For related document, see PS 007 623

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Child Development, \*Children, Cross Sectional Studies, Developing Nations, Foreign Countries, Growth Patterns, Intervention, Longitudinal Studies, \*Medical Research, Medical Services, \*Nutrition, \*Physical Development, \*Social Class, Socioeconomic Influences, Tables (Data)

Identifiers—\*Tunisia

This annual report of the Yale Project describes the progress made on the nutrition and growth study of Tunisian children from September 1, 1971 through August 31, 1972. The report details: (1) the progress in analysis of the cross-sectional study data, which was completed as of June 30, 1972, and (2) the development of the present longitudinal study. The longitudinal study is exclusively urban and interventional in nature and is designed to test the hypotheses derived from the cross-sectional study. These hypotheses are: (1) Malnutrition, synergistic with infection, contributes in large part to the demonstrated gross social class differences in mental and physical growth and physical health. (2) Cultural malnutrition as represented by parent-child intervention and other sociocultural factors plays a part to be measured in the above differences. Organizational and data collection problems of the longitudinal study are discussed under the following categories: biomedicine, sociology, psychology, and nutrition. Plans for analysis, interpretation, and publication of study data are also included in the report. (CS)

**ED 099 134** PS 007 623  
*Young, Harben Boutourline*

**Nutrition and Child Growth and Development in Tunisia. Interim Progress Report, (September 1, 1972–February 28, 1973).**

Tunisian National Inst. of Child Health, Tunis. Tunisian National Inst. of Nutrition and Food Technology, Tunis.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date—Mar 73  
Note—21p; For related document, see PS 007 622

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Children, Cross Sectional Studies, Developing Nations, Foreign Countries, Growth Patterns, Intervention, Longitudinal Studies, \*Medical Research, Medical Services, Motor Development, \*Nutrition, \*Physical Development, \*Social Class, Socioeconomic Influences, Standardized Tests, Tables (Data)

Identifiers—\*Tunisia

This interim report of the Yale Project describes the progress made on the nutrition and growth study of Tunisian children from September 1, 1972 through February 28, 1973. A major part of the report is devoted to the organizational and data col-

lection problems of the longitudinal study, discussed under the following categories: biomedicine, sociology, psychology, and nutrition. Some preliminary results are included at the end of the report, which indicate that a combination of medical care and nutrition does have notable influence on sensory motor abilities and mental test scores, even by the age of 12 months. In addition, when the raw scores of the longitudinal study were converted into standardized scores, the mental scores of Tunisian underprivileged children were slightly higher than the American norm, while their motor scores were slightly lower. (CS)

**ED 099 289** SO 007 987  
**The Handwriting Is on the Wall. A World Development Primer.**

World Neighbors, Inc., Oklahoma City, Okla.

Note—46p.  
Available from—World Neighbors, 5116 N. Portland, Oklahoma City, Oklahoma 73112 (\$1.00 each, \$0.75 over 100)

**Document Not Available from EDRS.**

Descriptors—Anthologies, \*Developing Nations, \*Economic Development, \*Global Approach, Human Development, Living Standards, Population Trends, Social Change, \*World Affairs, \*World Problems

This anthology of writings on world development examines the widening gap between the rich and the poor of the world. Development is understood to mean the struggle to realize a just and humane life for everyone. The thoughts of third world economists and political leaders as well as those of European and North American observers are included. The first section of this anthology, "Looking at the Wall," provides an overview of development. Selections from books and articles by Ivan Illich, William and Paul Paddock, Barbara Ward, the Pearson Commission, Robert E. Hunter, Julius Nyerere, and Denis Goulet discuss the what, why, and how of world development. The second section, "Looking at the Stones," breaks development down into topic areas such as population, trade, and agriculture. Each topic is considered in depth and from several viewpoints in the form of quotes from various authors. The complexities of the problems are elucidated by a spectrum of opinions. The appendix contains the following sources: authors quoted; suggested readings; and sources of information such as organizations, individuals, and publications. The last part of the appendix consists of notes to the anthology passages. (Author/SH)

**ED 101 849** PS 007 693

Hess-Behrens, Betty Nan

**The Development of the Concept of Space as Observed in Children's Drawings: A Cross-National/Cross-Cultural Study. Final Report.**

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—25 May 73

Contract—OEG-0-72-4524

Note—280p.

**EDRS Price MF-08.33 HC-\$15.39 Plus Postage.**

Descriptors—\*Abstract Reasoning, Age Differences, Cognitive Development, \*Concept Formation, \*Cross Cultural Studies, \*Cross Sectional Studies, Cultural Differences, Developmental Psychology, \*Elementary School Students, Environmental Influences, Foreign Countries, Free-hand Drawing, Logical Thinking, Perceptual Development, Sociocultural Influences

Identifiers—\*Piaget (Jean), Space Comprehension  
This study attempts to reinforce developmental theory concerning spatial Comprehension by building on the qualitative observations of art educators of the past, and by strengthening the empirical basis of contemporary investigations into the relationship

between pictorial representations, intellectual maturity, and environmental stimulation. Drawings from a wide variety of cultures were studied to determine whether the sequence and rate at which developmental characteristics appear are similar, or reflect unequal socioeconomic/educational opportunities and ethnic diversity within societies. Also investigated was whether differences between societies may correlate with modernity, prevalence of literacy, and severity of social stratification. A total of 9,000 drawings was collected from middle and lower class children in grades 1, 3, 5, and 7 in nine countries. Each child was asked to draw a picture of himself at play with friends near his home or school. Sorting categories were based on Piaget's description of stages in the development of the concept of space and the growth of logical thought. Results suggest that these drawing stages follow an invariant sequence. Mean ages, higher than expected, lie within a large range at each stage; the mode appears at the onset of concrete operations; and differences, when appearing, generally lie in the direction of higher scores for advantaged groups. (Author/SDH)

**ED 122 173** CG 010 504

Barley, Bayard

**Potential Building Technique (PBT): A Volunteer**

**Para-Professional for the Classroom.**

Santa Ana Unified School District, Calif.

Pub Date—76

Note—11p.

**EDRS Price MF-08.33 HC-\$1.67 Plus Postage.**

Descriptors—\*Behavior Change, Classroom Environment, Elementary Secondary Education, Paraprofessional Personnel, \*Paraprofessional School Personnel, Program Descriptions, \*Reinforcement, Social Reinforcement, \*Teacher Aides, \*Volunteers

This pamphlet presents a program for training volunteer paraprofessionals in behavioral reinforcement in the classroom. The paraprofessional is to assist the teacher in providing individual attention, enhancing the learning climate, helping the individual child realize his potential and increase feeling of self-worth, and making learning a positive experience. The pamphlet explicates the various steps in such a training program, and has some comments on the program's success in the Santa Ana area. (NG)

**ED 123 181** SO 009 133

Bengtsson, Jarl

**Recurrent Education, Policy and Development in**

**OECD Countries: The Swedish View of Recurrent Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI-RE-72.01

Pub Date—7 Aug 72

Note—21p.; For related documents, see SO 009 134 and 135

**EDRS Price MF-08.33 HC-\$1.67 Plus Postage.**

Descriptors—\*Adult Education, Comparative Education, \*Continuous Learning, Educational Change, \*Educational Development, Educational Innovation, Educational Objectives, Educational Policy, Educational Problems, \*Educational Programs, Equal Education, Post Secondary Education, \*Program Descriptions

Identifiers—\*Sweden

This report, part of a series on the state of recurrent education in the Organization for Economic Cooperation and Development (OECD) member countries, focuses on recurrent education in Sweden. The Swedish concept of recurrent education envisages a radical change in the whole system of education. Swedish educators see it as a strategy that will change the present postcompulsory system into a system that emphasizes the alternation between work and study throughout a lifetime. After a short introduction, section 2 outlines the various

models of recurrent education in Sweden. Section 3 examines the objectives of recurrent education in relation to equality, the labor market, a common set of values, and pedagogy. Section 4 details the problem areas in the course of implementing the program. It takes into account changes in the secondary school, admission policy, distribution of educational resources and outreach activities, educational finance, and the relation between formal and informal education. Section 5 concludes with remarks and observations on the present position of recurrent education in Sweden. (DE)

**ED 127 670** EA 008 582

Edwards, Edgar O.

**Investment in Education in Developing Nations: Policy Responses When Private and Social Signals Conflict.**

Pub Date—Jan 75

Note—10p.; A Ford Foundation Reprint

Available from—Ford Foundation, Office of Reports, 320 East 43 Street, New York, New York 10017

**Document Not Available from EDRS.**

Descriptors—Cost Effectiveness, \*Developing Nations, \*Educational Demand, \*Educational Finance, \*Educational Planning, Educational Supply, \*Financial Policy, Higher Education, Labor Supply, Political Power, Secondary Education, Social Problems

In most developing countries the net private benefit of higher education exceeds its net social benefit because education-related wage differentials are excessive and the beneficiaries of higher education are subsidized. The resulting political pressures seem to favor investment in education over the creation of employment opportunities. A more balanced allocation of investment may require the revision of basic policies dealing with wage determination, the incidence of educational costs, and the role of private sector education. The aim should be to narrow the gap between private and social signals and thus reduce excess private demand for higher education. (Author)

**ED 128 256** SO 009 368

Paulston, Roland G.

**Revolutionary Educational Reform Efforts in Latin America.**

Pub Date—75

Note—6p.

**EDRS Price MF-08.33 HC-\$1.67 Plus Postage.**

Descriptors—Civic Belief, Comparative Education, \*Cubans, Cultural Disadvantage, \*Developing Nations, \*Educational Change, Educational Finance, Educational History, Educational Improvement, \*Educational Objectives, Educational Problems, Educational Quality, Elementary Secondary Education, Foreign Countries, Government Role, \*Latin American Culture, Nationalism, \*Political Socialization, Public Education, \*Social Change, Social Disadvantage

The author briefly examines how educational reform attempts in Cuba since 1959 have taken place and how they have been related to social, economic, and political change efforts in the society at large. The Cuban educational system makes a significant contrast against the failure which characterizes the other Latin American educational systems. Cuban efforts have made important strides toward creating a new socialist man upon whose deeds and accomplishments Castro's Marxist society can rest. On taking power, Castro instructed all Cubans on how inequalities and inefficiencies in the educational system reflected the consequences economic and cultural domination. Education has been selected to serve as the instrument of individual and social change. Both the formal school system and the out-of-school educational sector have been vastly expanded and reoriented. In the formal school system, elimination of private schools after 1961, increased budgetary inputs, community pressure, and vigorous enforcement of extended attendance require-

ments have all contributed to skyrocketing public school enrollment figures. Revolutionary Cuba has, for the first time in Latin America, created a social context where aspirations of educational reform have been brought into harmony with work opportunities and national development goals. It remains to be seen whether other Latin American countries will be able to draw from this experience. (Author/DB)

ED 130 932 SO 009 506

Katackaj, Joseph A.  
**Educational Development in the Postcolonial Period in India: Problems and Prospects.**

Pub Date—75  
Note—28p; Paper presented at the International Colloquium of the Institute for International Cooperation (Seventh, Ottawa, Ontario, April 8-11, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—Area Studies, Asian History, Comparative Education, \*Developing Nations, \*Educational Development, \*Educational History, Educational Objectives, \*Educational Problems, \*Educational Trends, Foreign Countries, Government Role, International Education, Modern History, Non Western Civilization, Political Influences, Prediction, Public Education, Socioeconomic Influences, Urbanization, Values

Identifiers—India  
A problem-oriented history of education in postcolonial India is presented along with a forecast of India's educational future. The problems of providing quality education in India after 190 years of British rule, which left only 13 percent of the Indian population literate at the time of India's independence in 1947, are discussed. India's postcolonial attempts at modernizing its educational process through successive five-year plans of development are reviewed. Two aims of educational development are specified: to broaden access to education and to develop a national system of education which is rooted in the basic values of the Indian nation. A background history on India is provided which discusses the positive and negative aspects of British educational administration in India, the four Five-Year Plans and the three annual plans, the Kothari Commission Report and its recommendations, and postcolonial development of facilities at each educational level. Educational failures of the Indian government are reviewed. Most failures have been due to financial problems. The recent Five-Year Plan appears to be avoiding many of the failures of the past plans. References are included. (Author/DB)

ED 131 084 SP 010 648

Patricsson, Goran  
**Attitudes Toward Olympic Games of Swedish Adolescents: Reports from the Institute of Education, University of Göteborg, No. 51.**

Göteborg Univ. (Sweden). Inst. of Education.  
Pub Date—Sep 76  
Note—28p; Paper presented at the International Congress of Physical Activity Sciences (Quebec City, July 11-16, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—\*Adolescents, Affective Behavior, \*Athletics, Questionnaires, \*Social Attitudes, Socialization, \*Student Attitudes

Identifiers—\*Olympic Games, Sweden  
This paper presents some empirical findings from the part of the International Socialization Project (an effort to collect more information about the socialization of sport involvement) which deals with the attitudes of Swedish adolescents toward Olympic games. Attitudes towards the games are regarded here as indicators of affective involvement in sport. Interviews (130 questions) were conducted with Swedish youth at their schools in March and April 1974. The data is presented in descriptive tables. From this study, it appears that Olympic games are a popular phenomenon in the modern sport world among young people. A similar study con-

ducted in Canada confirms that these results are not specific to the Swedish society. (MM)

ED 132 437 CE 009 282

Polucci, Beatrice And Others  
**Women, Families and Non-Formal Learning Programs. Program of Studies in Non-Formal Education. Supplementary Paper No. 6.**

Michigan State Univ., East Lansing, Inst. for International Studies in Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.  
Pub Date—[76]

Note—112p.  
**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Economic Development, \*Family Role, \*Females, Foreign Countries, Human Development, Human Resources, International Studies, Literacy, \*Nonformal Education, Program Development, \*Program Planning, \*Social Development

Directed to educators in both formal and non-formal systems, policy makers, program planners, and others concerned with social and economic development, this preliminary paper reports a study which examines the role of women and families in social and economic development with the purpose of presenting a family ecological framework for identifying the competencies needed by families to facilitate their social and economic functioning, which would in turn provide a basis for assessing needs and resources for determining non-formal education programs supportive to social and economic development at community and national levels. The report is based on a distillation and summary of primary information (discussions with university colleagues and international scholars), analysis of a considerable body of data which has been assembled and catalogued (published research reports, monographs, and policy statements prepared by governmental and non-governmental agencies), and a series of group discussions in the United States and Thailand. The four chapters are entitled (1) Family and Development, (2) Contributions of the Family to Human Resource Development, (3) Non-Formal Activities of Families, (4) Role and Status of Women in Social and Economic Development, and (4) Summary and Implications for Non-Formal Education Program Planners. A bibliography follows each chapter. (WL)

ED 133 098 RC 009 556

Nonkin, Nikolai Tikhonovich  
**Methodological Problems in Forecasting the Educational Potential of Rural Population.**  
USSR Academy of Sciences, Novosibirsk.

Pub Date—Aug 76

Note—26p; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Achievement, Change Strategies, \*Demography, Developing Nations, Educational Background, Foreign Countries, \*Futures (of Society), \*Models, Population Education, \*Prediction, Research Problems, \*Rural Population, Socioeconomic Influences  
Identifiers—Educational Potential, \*USSR (Novosibirsk), World Congress of Rural Sociology (4th)

The change rates of sizes of groups with different educational levels are determined by demographic processes (death rates, ages, migration) and by recruitments from learning institutions and losses caused by moves into higher educational groups. The interrelationship of reproduction of individuals with different training is determined by shifts of population groups from one educational level to another. Total shifts of demographic generations through the educational sphere concurrently with

movements from age to age, death rates, and migration is a process of reproduction which determines the structural dynamics of a population's educational potential. This potential's forecasting can be developed only by considering the demographic mechanism of the population's education reproduction in conjunction with its demographic projection. However, first it is necessary to examine the static structure of population by education, in a form in which it presents itself at each time period; study the temporal patterns of its development; and represent these concepts in a model synthesizing both static and dynamic aspects of population education reproduction. A simulation model of this process has been devised at the Institute of Economics and Industrial Engineering, Siberian Branch of the U.S.S.R. Academy of Sciences, with the computer implementation of its algorithm. This paper summarizes the experience in using this simulation system for the development of long-run predictions of rural population distribution according to education. (NQ)

ED 133 099 RC 009 557

Khokhulina, Liudmila Alexandrovna  
**An Attempt at Constructing Social Indicators for Integrated Study of Rural Development.**  
USSR Academy of Sciences, Novosibirsk.

Pub Date—Aug 76  
Note—23p; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Economic Development, Foreign Countries, \*Interdisciplinary Approach, Life Style, Models, \*Rural Development, Social Development, \*Social Indicators, \*Systems Approach, \*Systems Development  
Identifiers—\*USSR (Novosibirsk), World Congress of Rural Sociology (4th)

A system of social indicators for the integrated and systemic study of rural socioeconomic development was constructed. Specific features of the system were that it: (1) embraced nearly all aspects of life activity of the rural population, ranging from work in the public sector to leisure behaviour; (2) included social indicators which measured the life style of rural dwellers, their qualitative characteristics and some of their attitudes as well as the conventional statistics assessing the functions of economic institutions and the distribution of population among social groups; and (3) relied on a systemic conceptual framework of socioeconomic development of rural communities. This paper describes the main stages in the system's development. Some methodological principles of devising systems of social indicators for integrative study of socioeconomic development of rural communities are discussed. Emphasizing the need to use scholars engaged in different rural studies as judges for the selection of necessary indicators, two ways of constructing social indicators—empirical and theoretical—are presented. (NQ)

ED 133 853 EA 009 107

Husen, T.  
**International Evaluation of Educational Systems and Its Role of Building Research Competence in Less-Developed Countries. IIEP Seminar Paper: 7.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—75

Note—26p; A contribution to the IIEP Seminar on "The Evaluation of the Qualitative Aspects of Education" (September 30-October 4, 1974); For related documents, see EA 009 106-111 and EA 009 113-116

Available from—IIEP Publications, 7-9 rue Eugène-Delaurois, 75016 Paris, France (3 francs)

# EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, \*Achievement Tests, \*Developed Nations, \*Developing Nations, \*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, Informational Programs, Reading, Achievement, \*Research Methodology, Sciences, Student Attitudes, Test Construction

Identifiers—IEA, \*International Assn Evaluation Educ Achievement

The first three reports in the Six Subject Survey conducted by the International Association for the Evaluation of Educational Achievement reported cognitive and affective outcomes of school education in science, literature, and reading comprehension for students at the 10-, 14-, and 18-year-old levels in over 20 countries, four of which were less developed. The discussion of international evaluation takes place against this background. Discussion is given to the purposes of international surveys of educational systems, misgivings about the appropriateness of employing international evaluation standards, the organization of the international evaluation effort, the mean student performance in science and reading in industrialized and nonindustrialized countries, and the establishment of research competence in education in less-developed countries. (Author/IRT)

ED 134 107 HE 008 588

Muhammad, Ed.  
Development Strategies and Manpower Needs: The Response of Southeast Asian Universities. Proceedings of the Workshop held in Vientiane, Laos, 15-17 December 1974.

Regional Inst. of Higher Education and Development, Singapore.

Pub Date—76  
Note—131p.; For related studies, see HE 008 588-590

Available from—Regional Institute of Higher Education and Development, CCSDI Building, Heng Mui Keng Terrace, Singapore 5 (\$7.50)

# EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Asian Studies, \*College Graduates, Conference Reports, \*Developing Nations, Educational Objectives, \*Employment, \*Foreign Countries, Higher Education, \*Manpower Needs, Manpower Utilization, National Programs, Political Issues, \*Universities

Identifiers—\*Asia (Southeast), Indochina, Indonesia, Malaysia, Singapore, Thailand

The report of the Regional Institute of Higher Education and Development Workshop held in Vientiane, Laos, December 1974 is presented. The workshop focused on three main issues: national development strategies and high-level manpower needs; the responses of universities of high-level manpower requirements; and the employment of university graduates in Southeast Asia. (Author/LBFI)

ED 134 108 HE 008 589

Kong, Kee Poo

Tertiary Students and Social Development: An Area for Direct Action—Student Rural Service Activities in Malaysia.

Regional Inst. of Higher Education and Development, Singapore.

Pub Date—76  
Note—85p.; For related studies, see HE 008 588-590

Available from—Regional Institute of Higher Education and Development, CCSDI Building, Heng Mui Keng Terrace, Singapore 5 (\$6.00)

# EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Problems, Community Development, \*Community Programs, \*Developing Nations, Educational Finance, Enrollment Rate, Ethnic Distribution, \*Higher Education, Public Support, Rural Areas, \*Rural Development, School Community Relationship, \*Student Volunteers, \*Universities

Identifiers—Kebangsaan National University of Malaysia, \*Malaysia, National Institute of Technology (Malaysia), University of Malaya, University of Agriculture (Malaysia), University of Science (Malaysia)

The study is a survey of the different kinds of voluntary rural service (service-learning) crops of students from the institutions of higher education in Malaysia. The history, organization, and activities of the service crops are examined, and this type of student social action is viewed with reference to the role of higher education in the social development of the country. Such student service activities are also considered in the wider perspective of other developing countries throughout the world, and an overview is given of the organizational, financial, and political constraints of the program in Malaysia. Statistics cited include: student enrollment in five institutions (University of Malaya, Science University, National University, University of Agriculture, and National Institute of Technology) for recent years; a list of tertiary institutions and their years of establishment; enrollments in upper secondary and postsecondary schools in peninsular Malaysia, 1965-73; Full-time students in the universities, 1959-74; father's social class by sex and ethnicity in final-year students at the University of Malaya; enrollment in tertiary education by ethnicity, 1973-74; estimated expenditures of the teaching fee scheme, 1973; public expenditure on education as a percentage of national income, 1960 and 1968; and percentage distribution of ethnic groups of enrollment in the University of Malaya, 1959-74. A bibliography is included. (Author/MSE)

ED 134 323 PS 009 048

Cook, Paul F.

Swaziland Curriculum and Educational Materials Development: Final Report, April 1973 through August 1975.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Pub Date—Nov 75  
Contract—AID/Afr-668, Amend 6  
Note—119p.

# EDRS Price MF-50.83 HC-\$6.01 Plus Postage.

Descriptors—Curriculum Development, Developing Nations, \*Educational Objectives, \*Educational Policy, \*Elementary School Curriculum, Evaluation Methods, Flow Charts, \*Foreign Countries, Instructional Materials, \*Primary Education, Teacher Education, Technical Assistance, Workshops

Identifiers—Africa, Agency for International Development, AID, \*Swaziland

This is the final report of a technical assistance project conducted in Swaziland by the American Institutes for Research (AIR) to implement a Project Agreement between the United States Agency for International Development (USAID) and the Government of Swaziland. The purpose of the Project Agreement was to provide assistance in meeting a priority educational need identified by the Government of Swaziland in the "Second National Development Plan 1973-1977" to reform the primary school curriculum. The major goal of the technical assistance project was to provide technical advisory assistance to establish a curriculum development unit within Swaziland, and to develop within this unit a cadre of trained Swazi educators with the capability for development and continued updating of the primary school curriculum. More particularly, this two-year project was focused on: (1) assisting the Government of Swaziland in planning and initiating a fundamentally innovative approach to curriculum reform for primary school and in creating an institutional capacity for devising the objectives, materials, and evaluation methodologies needed to begin the reform; and (2) determining what further resources were needed to implement a

comprehensive program of curriculum reform through this institution, and assisting Swazi educators in preparing proposals to appropriate donors for further assistance. Included are sections on planning conferences, work targets, accomplishments of the project, and workshops conducted through the project. (Author/MS)

ED 134 723 CE 009 445

Fritz, Gerhard Kern, Ulrich, Ed.  
Dialogue and Training. 1975.

German Foundation for International Development, Bonn (West Germany).

Pub Date—76  
Note—91p.

# EDRS Price MF-50.83 HC-\$4.67 Plus Postage.

Descriptors—Agricultural Education, \*Developing Nations, Economic Development, \*Educational Development, Educational Finance, \*Educational Programs, Federal Programs, Foreign Countries, Industrial Education, \*International Educational Exchange, \*International Programs, Professional Personnel, Technical Education

Identifiers—\*West Germany

Information on the German Foundation for International Development (DSE) and DSE's program events for 1975 are presented. (DSE is one of the central institutions in the Federal Republic of Germany charged with the implementation of development policy measures. Established in 1959, the objective of the DSE is to foster relations between the Federal Republic of Germany and other countries on the basis of mutual exchange of experiences in the field of development aid.) It is noted in the introduction that DSE's eight divisions have adopted two types of program events: (1) Conferences, seminars, symposiums, and meetings of experts serving the exchange of experiences at the international and national levels, and (2) initial and advanced training courses in the Federal Republic of Germany for specialists and higher-level personnel from developing countries. The three major sections of this document are titled Remarks on DSE Policy Guidelines, DSE Division Reports, and Summary of DSE Events. The division reports section (the major part of the document) covers the following topics: "Curriculum Development in Africa-A Focal Point in Education and Science," "Documentation for the Administration and Economy of East African Countries," "Key Role of Development Banks in Socioeconomic Development," "New Concept for the Preparation of Federal German Experts," "Federal German Administration in Practice and Theory," "Technical Training and Industrial Promotion," and "Training in the Agricultural Sector within the Framework of International Cooperation." (SH)

ED 134 914 CG 011 153

Conger, D. Stuart

Social Inventions: Saskatchewan NewStart. Saskatchewan NewStart, Inc., Prince Albert.

Pub Date—74  
Note—300p.; 5th Edition

Available from—Information Canada, Box 1565, Prince Albert, Saskatchewan, Canada (HC\$3.95)

# EDRS Price MF-50.83 HC-\$15.39 Plus Postage.

Descriptors—Administrative Policy, Adult Education, Change Agents, \*Change Strategies, \*Futures (of Society), Innovation, \*Mental Health Programs, Organizational Effectiveness, Outreach Programs, Program Descriptions, \*Research Needs, Social Action, \*Social Change

Identifiers—\*Canada

Social invention is defined as any law, organization, or procedure that changes the ways in which people relate to each other, either individually or collectively. The author discusses the dynamics of social invention and proposes specific social policy changes needed in Canada in such areas as mental health, educational outreach programs, and social science research. The second half of the book catalogues historically significant social inventions and



proposes an agenda for social inventions in the future. (MPB)

**ED 135 509**

RC 009 662

*Sewel, John. And Others*

**Education and Migration. A Study of the Migration and Job Expectations of Young People and Their Parents in the Highlands and Islands of Scotland.**

Aberdeen Univ. (Scotland).

Spons Agency—Highlands and Islands Development Board, Inverness (Scotland).

Pub Date—76

Note—83p.; Report completed in May 1975, published in 1976

Available from—Highlands and Islands Development Board, Bridge House, 27 Bank Street, Inverness, IV1 1QR, Scotland, U.K. (\$2.50)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Aspiration, Background Schools, Comprehensive Programs, Demography, Educational Opportunities, Employment Opportunities, Expectation, Foreign Countries, Graduate Studies, Migration, \*Parent Attitudes, \*Relocation, \*Rural Education, \*Secondary Education, Student Attitudes, \*Youth Opportunities

Identifiers—\*Scotland

The economic and social effects of centralised education in the rural areas of the Highlands and Islands of Scotland were studied. Five factors (geographical position, population density, occupational structure, economic prosperity, and educational structure) were considered in order to study the migration patterns, and attitudes and aspirations in relation to educational provision and economic opportunities.

Three extensive surveys were conducted to examine the attitudes and expectations of parents, of pupils in first and fourth years of secondary school, and of school leavers. In 9 selected locations, representing different patterns of secondary school organizations, 532 parents were interviewed about their expectations of migration, their aspirations for their children, and their satisfaction with the educational provision. Questionnaires were received from 996 pupils in first year and 831 in fourth year. These were compared to 675 questionnaires returned by former pupils who had lived in the area and had left school during session 1971-72. Findings included: the most favourable attitudes to secondary school provision were recorded in areas where there was a local two-year comprehensive school, or where the all-through comprehensive school was located within the West Coast region; between first and fourth years, there was a slight increase in the expectation of migration; and within two years of leaving school, nearly half of the former pupils were no longer wholly resident within their original home districts. (NQ)

**ED 135 695**

SO 009 802

*Meyer, John W. And Others*

**The World Educational Revolution, 1950-1970.**

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Aug 76

Contract—GS-32065

Note—41p.; Paper presented at annual meeting of the American Sociological Association (New York, New York, August 30-September 2, 1976). Not available in hard copy due to marginal legitimacy of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Comparative Analysis, Comparative Education, Developed Nations, Developing Nations, Economic Development, \*Educational Development, \*Educational History, Educational Sociology, Educational Theories, Educational Trends, Elementary Secondary Education, Enrollment Trends, \*Global Approach, Higher Education, Models, National Norms, Political Influences, Socialization, Socioeconomic Influences, Statistical Analysis

An analysis of worldwide educational expansion between 1950 and 1970 is presented along with explanations for the expansion. The paper particularly addresses the socialization process and the institutionalization of schooling along national lines. Section I reviews available theories which seek to explain the expansion of education in the modern world as a function of variables in national structural characteristics. Theories discussed are economic, political, social, authoritarian, ethnic, and colonial in nature. In section II, descriptive data are presented which indicate that the rapid expansion of education since World War II is not related to national structural characteristics. In the third section diffusion models are presented which describe how the educational process occurs, followed by further explanation in section IV of why institutions expand. Findings indicate that very little variation in educational growth is accounted for by any measure of national economic, political, or social structure. The final section identifies and discusses emergent features of world society which have triggered the educational revolution by fostering formal socialization, prolonged student dependency, and the global redefinition of elites and masses. References are included. (Author/DB)

**ED 135 710**

SO 009 830

*Adibe, Nassrine. Ed. Stone, Frank A. Ed.*

**Proceedings of an International Conference on Expanding Dimensions of World Education (Hacettepe University, Ankara, Turkey, June 21-24, 1976).**

Connecticut Univ., Storrs. School of Education. Spons Agency—Association for World Education, Huntington, N.Y.; Institute for World Order, New York, N.Y.; Turkish InterUniversities Association; Universities and the Quest for Peace; \*World Education Fellowship, London (England).

Pub Date—76

Note—207p.

Available from—World Education Project, U-32, The University of Connecticut, Storrs, Connecticut 06268 (\$4.50 plus postage, paperbound)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Comparative Education, Conference Reports, Conflict Resolution, \*Cross Cultural Studies, Cultural Awareness, Cultural Education, Cultural Pluralism, Developing Nations, \*Educational Development, \*Global Approach, \*International Education, Peace, Social Development, Values, World Affairs, World Problems

Educators, politicians, and members of international organizations shared concerns, ideas, and experiences in the area of expanding dimensions of world education at this international conference. Three major topics focused on illuminating global concerns and potentialities. Topic I, education for development, was discussed by eight authors whose subjects ranged from science and vocational instruction to presentation of a model for university entrance in developing countries. Topic II focused on multicultural education. Nine participants discussed subjects such as racial attitudes, children's perceptions of international relationships, cultural pluralism, and the women's movement in world education. Education for world peace and justice, the third topic, was discussed by four conference participants. Discussion focused on a systems approach to conflict management, conflict resolution, the value of peace studies, and practical applications of peace education. Workshop reports and recommendations for further research and dissemination of ideas on peace education, international understanding, and changing priorities are presented. A list of conference participants is included in the document. (Author/DB)

**ED 137 038**

RC 009 816

*Malasit, Louis*

**The Rural World: Education and Development.**  
United Nations Educational, Scientific, and Cul-

tural Organization, Paris (France).

Pub Date—76

Note—128p.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 (\$12.90)

**Document Not Available from EDRS.**

Descriptors—\*Agriculture, Books, Continuous Learning, Developing Nations, \*Educational Objectives, \*Educational Philosophy, Food, Futures (of Society), \*International Relations, Policy Formation, Population Growth, Recognition, \*Rural Development, \*Rural Population, Theories

Calling for an international educational policy that would relate all education to the rural world and agriculture, this book is directed toward the developing nations and maintains: all citizens must be made aware of the importance of agriculture in the process of socioeconomic development; rural subjects should be included in education in general to enable everyone to have a comprehensive picture of the area in which he lives; education should be placed foremost in the service of democracy, which demands participation in the decision making process; the distinction between "general" and "technical" education must be replaced by a scientific/technical humanism stressing the value of workers, particularly agricultural workers; the educational system must provide mobility on the vertical and horizontal planes as well as offer a wider range of options; education should become a lifelong process. Chapters are titled and subtitled as follows: (1) Development and Education (growth, progress and development and societies and educational systems); (2) Integration of the Rural World into the Process of Development (agriculture and development and the creation-dissemination system in agriculture); (3) Integration of the Rural World into the Over-All Educational System (basic principles of the educational system; specific forms of rural and agricultural educational and integration problems, and introduction to the programming of rural and agricultural education). (JC)

**ED 138 159**

HE 008 813

*Tan Kim Hoon*

**Role of the Universities in Development Planning: The Khmer Republic Case.**

Regional Inst. of Higher Education and Development, Singapore.

Pub Date—74

Note—57p.

Available from—Regional Institute of Higher Education and Development, CSDSI Building, Heng Mui Keng Terrace, Singapore 5 (33.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Bibliographies, \*College Role, Cooperative Planning, \*Developing Nations, \*Economic Development, Educational Planning, Educational Problems, Foreign Countries, \*Higher Education, Historical Reviews, Political Influences, \*Social Development, Statistical Data, Universities

Identifiers—Asia (Southeast), \*Cambodia, \*Government School Relationship, Khmer Republic

The social and economic development in Cambodia (the name of the Khmer Republic before 1970) over the past 10 years is reviewed in this monograph with focus on the role of the universities. Major problem areas are identified as: technical problems of planning, political constraints, sociocultural constraints, administrative obstacles, and substructure constraints. The role of the university is discussed in relation to the following: (1) coordination of higher education planning with national economic planning; (2) survey of university resources available for development planning purposes; (3) extent of university involvement currently prevailing in the formulation and implementation of development plans; and (4) types of contribution the university could make towards development planning. Problems preventing a closer cooperation between the universities and the government are

identified, and recommendations for alleviating those problems are discussed. (LBH)

ED 138 402

RC 009 855

Lallez, Raymond

An Experiment in the Ruralization of Education: IPAR and the Cameroonian Reform. Experiments and Innovations in Education No. 8. International Bureau of Education, Geneva (Switzerland).

Report No.—ISBN-92-3-101172-3

Pub Date—74

Note—120p; Available in English, French, and Spanish; Not available in hard copy due to copy-right restrictions

Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016 (No. 8, \$4.00)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Change Strategies, \*Educational Change, \*Educational Innovation, Educational Objectives, Foreign Countries, General Education, Government Role, Inservice Teacher Education, Organization, \*Primary Education, Public Education, \*Rural Education, \*Teacher Education

Identifiers—\*Africa, \*Cameroon

The problem of primary education has existed for some time in both the western and eastern regions of the United Republic of Cameroon in Africa. It was generally accepted that the main reason for the poor performance of the education system was the insufficient training of the vast majority of primary school teachers. From the beginning, ENIR (Rurally Oriented Primary Teacher Training Institute) and later IPAR (Institute of Rurally Oriented Applied Education), the new and expanded version of ENIR, were designed as essential means of solving the problem. Their endeavour was to create a ruralized school directed toward meeting the economic and social needs of Cameroon. With an average rate of primary school enrollment of over 60%, the country was reaching a critical point beyond which squandering of resources and failure to meet real needs would become hard to tolerate. If the system were to become too expensive to operate and too unrelated to the needs of society, the development envisaged under the third five-year plan, combined with the considerable demand for training which it created, would cause a dangerous situation in which the deficit would increase at the same rate as school attendance and very likely even faster. This paper examines the reasons which led to the emphasis on the ruralization of primary education, and hence, the training of teachers able to carry it out; identifies the agents, stages, and mechanisms of innovation; and gives a brief account of the operation and performance of the Cameroonian education system. (NQ)

# 5. STUDENTS FROM OTHER COUNTRIES ATTENDING U.S. EDUCATION INSTITUTIONS

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## ED 010 008

DOWLING, LEO R. SHAFFER, ROBERT H.  
FOREIGN STUDENTS AND THEIR AMERICAN STUDENT FRIENDS.

Indiana Univ., Bloomington.

Report No.—BR-S-0806; CRP-2266

Pub Date—66

Note—387P.

**EDRS Price MF-\$1.16 HC-\$20.75 Plus Postage.**  
Descriptors—College Students, \*Foreign Students, \*Friendship, Intergroup Relations, \*Interpersonal Relationship, \*Social Relations, \*Sociocultural Patterns, Student Attitudes, Student Characteristics, Student Opinion

Identifiers—BLOOMINGTON, INDIANA

THE SOCIOCULTURAL INTERACTIONS AND RELATIONSHIPS AMONG FOREIGN STUDENTS AND AMERICAN STUDENTS ON THE INDIANA UNIVERSITY CAMPUS WERE STUDIED TO ASCERTAIN THEIR IMPACT ON THE NATIVE GROUP AND TO DETERMINE THE DISTINGUISHING CHARACTERISTICS OF FRIENDSHIP PATTERNS AND ASSOCIATIONS BETWEEN BOTH GROUPS. ABOUT 550 AMERICAN STUDENTS WERE SELECTED FOR THE PROJECT SAMPLE. ALL WERE CLOSE FRIENDS OF FOREIGN STUDENTS ON CAMPUS. DATA WERE OBTAINED FROM A BACKGROUND QUESTIONNAIRE, PERSONALITY AND PERSONAL PREFERENCE TESTS, SCHOOL RECORDS, AND PERSONAL INTERVIEWS. A PART OF THE SAMPLE POPULATION WAS COMPARED TO OTHER STUDENTS WHO HAD NO CLOSE FOREIGN FRIENDS. THE FOREIGN STUDENTS SUPPLIED THE INFORMATION WHICH LED TO SELECTION OF THIS STUDY SAMPLE FROM WHICH OBJECTIVE INFORMATION (ORIGINS AND DEVELOPMENT OF PRESENT FRIENDSHIPS WITH FOREIGN PEOPLE) AND SUBJECTIVE INFORMATION (ATTITUDES AND PERCEPTIONS OF FOREIGN PEOPLE) WERE OBTAINED IN ADDITION TO THAT DATA DESCRIBED ABOVE. IT WAS DETERMINED THAT THE FRIENDSHIPS UNDER EXAMINATION WERE BASED UPON SIMILARITIES IN INTERESTS AND ENVIRONMENTAL PROXIMITIES RATHER THAN UPON PERSONAL OR BACKGROUND CHARACTERISTICS, AND THAT INITIAL CONTACTS BETWEEN THE TWO GROUPS AROSE FROM ACADEMIC AND OTHER INTERESTS MATCHED IN INFORMAL AND SPONTANEOUS MEETINGS. CAMPUS ACTIVITIES AND COMMUNITY ORGANIZATIONS APPEARED TO CONTRIBUTE LITTLE. (JH)

## ED 010 258

KUMBARCI, TURKAN E.

TRANSLATED READING TESTS AS CULTURE-FAIR MEASURES FOR FOREIGN STUDENTS.

Columbia Univ., New York, N.Y.

Report No.—BR-S-8214; CRP-S-177

Pub Date—66

Contract—OEC-5-10-108

Note—124P.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
Descriptors—College Entrance Examinations, College Students, Comparative Analysis, Cultural Differences, \*Culture Free Tests, \*Foreign Students, \*Item Analysis, \*Reading Comprehension, \*Reading Tests, \*Screening Tests, \*Test Validity, Turkish

Identifiers—NEW YORK, NEW YORK CITY, TURKEY

A COMPARISON OF AN ENGLISH LANGUAGE READING COMPREHENSION TEST WITH ITS TURKISH TRANSLATION AND RE-TRANSLATION WAS CONDUCTED. THE INSTRUMENTS CONSISTED OF TWO PARALLEL FORMS OF A READING TEST OF

COLLEGE ENTRANCE LEVEL. THEY WERE TRANSLATED INTO TURKISH, AND THEN RE-TRANSLATED INTO ENGLISH. SUPPLEMENTARY MEASURES WERE ALSO EMPLOYED. THE SAMPLE CONSISTED OF 896 TURKISH HIGH SCHOOL SENIORS AND COLLEGE STUDENTS, AND 1,326 AMERICAN HIGH SCHOOL SENIORS AND COLLEGE STUDENTS. SEVERAL SUGGESTIONS WERE DISCUSSED FOR THE PERFECTION OF THE INSTRUMENTS USED FOR SCREENING FOREIGN STUDENTS AND FOR CROSS-CULTURAL ITEM STATISTICS. (RS)

## ED 010 552

DEUTSCH, STEVEN E.

INTERNATIONAL ASPECTS OF HIGHER EDUCATION AND EXCHANGE-A COMMUNITY STUDY. FINAL REPORT.

Western Reserve Univ., Cleveland, Ohio.

Report No.—BR-S-8197; CRP-S-222

Pub Date—AUG65

Note—182P.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**  
Descriptors—Administrative Policy, \*Attitudes, \*Community Study, \*Exchange Programs, \*Foreign Students, \*Higher Education, International Education, International Relations, Interviews, Program Evaluation, Student Adjustment, Surveys

Identifiers—CLEVELAND, OHIO

A COMPREHENSIVE COMMUNITY STUDY WAS CONDUCTED OF THE FOREIGN STUDENTS AND THE INTERNATIONAL ASPECTS OF FIVE COLLEGES AND UNIVERSITIES IN THE CLEVELAND AREA. THE GENERAL RESEARCH DESIGN EMPLOYED THE USE OF SUCH SURVEY METHODS AS HISTORICAL ANALYSIS, INFORMANT TECHNIQUES, PERSONAL INTERVIEWS, AND OBSERVATION. DURING A 2-YEAR PERIOD, QUESTIONNAIRES WERE ADMINISTERED TO SAMPLES OF FOREIGN STUDENTS, HOST FAMILIES, AND AMERICAN STUDENTS AND FACULTIES. RESPONDENTS TOTALLED 1,018 (286 FOREIGN STUDENTS, 143 HOST FAMILIES, 376 AMERICAN STUDENTS, AND 213 AMERICAN FACULTY MEMBERS). AT THE SAME TIME, INTERVIEWS WERE CONDUCTED WITH EDUCATIONAL ADMINISTRATORS, LABOR AND BUSINESS LEADERS, STAFF MEMBERS OF THE COUNCIL ON WORLD AFFAIRS, AND OTHERS INVOLVED IN INTERNATIONAL EXCHANGE PROGRAMS. AMONG THE AREAS COVERED IN THE INTERVIEWS WERE (1) PERCEPTION OF INTERNATIONAL STUDENT PROGRAMS (OBJECTIVES, ROLES TO BE PLAYED BY PARTICIPANTS AND OTHERS), (2) SOCIAL INTERACTION BETWEEN FOREIGN STUDENTS AND AMERICANS (STUDENTS, FACULTY, CITIZENS, AND STAFF PERSONS IN INTERNATIONAL PROGRAMS), AND (3) EVALUATION OF SERVICES AND PROGRAMS (BUSINESS, ACADEMIC, PROFESSIONAL, AND VOLUNTEER) IN THE HOST COMMUNITY. REPORTED WERE (1) THE HISTORICAL BACKGROUND OF EDUCATIONAL EXCHANGE IN VARIOUS AREAS, (2) FINDINGS FROM STUDIES OF THE FOREIGN STUDENTS AND THE COMMUNITY ROLE, (3) PERSPECTIVES OF INSTITUTIONAL INTERACTION WITH FOREIGN STUDENTS AND PROGRAMS, (4) FACULTY ATTITUDES TOWARD FOREIGN STUDENTS AND INTERNATIONAL ACTIVITIES IN HIGHER EDUCATION, AND (5) DECISION-MAKING AND PLANNING BY ADMINISTRATIVE PERSONNEL FOR FOREIGN STUDENT PROGRAMS AND BROADER INTERNATIONAL PERSPECTIVES. TWO OF THE CONCLUSIONS WERE THAT (1) FOR-

EIGN STUDENTS INTERACT TO A CONSIDERABLE EXTENT WITH AMERICAN FAMILIES, BUT MOST FEEL COMMITTED TO RETURN TO THEIR NATIVE COUNTRIES AND (2) CONSIDERABLE INTEREST IN INTERNATIONAL EDUCATION AND EXCHANGE IS EMERGING IN ALL QUARTERS (STUDENT, FACULTY, ADMINISTRATION, COMMUNITY PEOPLE, AND FOREIGN STUDENTS). (RS)

## ED 022 416

Ritterband, Paul

The Non-Returning Foreign Student; The Israeli Case.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—68

Note—334P.

**EDRS Price MF-\$1.00 HC-\$16.73 Plus Postage.**  
Descriptors—College Students, \*Cultural Factors, Demography, \*Economic Development, \*Educational Opportunities, Employment Opportunities, \*Foreign Students, \*Student Characteristics, Technological Advancement, World Problems

Identifiers—\*Brain Drain, Israel

Why students come to and remain in the US may be explained by a variety of factors related to conditions in their home country versus conditions in the US. The strength of these operative factors was determined by the application of reason analysis to three groups: Israeli students and alumni population in the US, Israelis who have studied in the US but returned to Israel, and Israelis who have received all their higher education in Israel. To measure the extent of brain drain, basic demographic and educational characteristics of students were examined. Population lists were compiled, and Israelis who had returned from study abroad, as well as Israeli potential employees and persons occupying key positions in the educational system were interviewed. Based on these interviews, a systematic questionnaire was designed and administered to the entire known Israeli student and alumni population in the US. A test person response justified a rigorous analysis of its findings. A comparison of Israeli economic development with that of Japan and India indicates that a nation bent on social and economic growth must amplify its human capital, partly through foreign influence. But it must simultaneously build an institutional framework that maximizes its investment in human talent. If the level of individual skill matches that of economic development, the cost of non-return becomes directly related to a nation's commitment to and ability to effect social change. (JS)

## ED 024 039

Darnell, Donald K.

The Development of an English Language Proficiency Test of Foreign Students, Using a Clozentropy Procedure. Final Report.

Colorado Univ., Boulder. Dept. of Speech and Drama.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—Oct 68

Contract—OEG-8-8-070010-2000-057

Note—73P.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—\*Class Procedure, College Students, \*English (Second Language), \*Foreign Students, Information Theory, \*Language Tests, \*Statistical Analysis, Testing, Test Interpretation, Test Reliability, Test Validity

Identifiers—\*Clozentropy, Test Of English As A Foreign Language, TOEFL

This final report presents a description of a test combining cloze procedure and an entropy analysis (CLOZENTROPY), designed to measure the com-

HE 000 005

AL 001 598

patibility of a foreign student's English with that of his peers who are native speakers of English. This test, and the Test of English as a Foreign Language (TOEFL) were administered to 48 foreign students at the University of Colorado. (The CLOZENTROPY test was also administered to 200 native speakers of English at the same university.) Comparable reliability coefficients of approximately .86 were obtained for the two tests. Correlation between total scores on the two tests was .833. Analysis of variance confirms that content and difficulty of test material, major of subjects, and level and major of native comparison groups have significant influences on the CLOZENTROPY index of English proficiency. A discussion of the advantages over convention all types of tests and the major weakness (dependency on computer assistance in scoring), a sample copy of the test instrument, sample letters to the students, samples of computer output on the scoring program, and other data are included in the report. (AMM)

ED 026 974 HE 000 768

Frey, James F.

**Report of a Study to Determine the Feasibility of Establishing a Central Foreign Credential Evaluation Service Under Non-Governmental Auspices.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Pub Date—Feb 69  
Note—75p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**  
Descriptors—\*Achievement Rating, Certification, Credentials, Educational Background, \*Evaluation Needs, \*Foreign Students, Grades (Scholastic), \*Higher Education, Information Needs, \*Student Records

The study was conducted to determine whether a non-governmental Foreign Credential Evaluation Service (FCES) should be established and if so, what services it would provide, what the demand for these services would be, and what financial resources it would require. A survey of admissions officers at 23 educational institutions and representatives of 38 agencies (federal government, private, and state teacher certification and nursing licensing boards) revealed that there is a continuing need for a central agency to evaluate credentials of foreign students and professionals. The evaluative reports provided by the FCES of the US Office of Education are authoritative and up-to-date, but are considered as somewhat general in nature. If this Service were to be discontinued, it was felt that a new independent agency should replace it. The new FCES would speed up the delivery of more detailed reports which would include: number of a student's years of formal education, quality of academic work in terms of his country's rating system and of the US grading scale, number of credit hours in major field and in all subjects, US equivalence for foreign certificates and degrees, and other items. No consensus was reached on the organizational structure of a new FCES but outside funds would be needed for its first 5 years, after which it would be entirely self-supporting. The report contains recommendations on staffing, budget, fees and billing arrangements, and 56 illustrative tables. (WM)

ED 055 525 FL 002 676

**International Exchange: Leaders for Tomorrow. A Review of U.S. Programs for Foreign Students.** Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.

Pub Date—Sep 71

Note—60p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (4400-1383, \$4.5)

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—"College Students, \*Counseling Services, Federal Aid, Federal Government, Financial Support, Foreign Student Advisers, \*Foreign Students, Guidance Programs, Guidance Services, \*International Education, Orientation Materials, \*Student Exchange Programs, Student Placement

Programs described in this booklet, the 1970 annual report of the State Department's Bureau of Educational and Cultural Affairs, are indicative of some of the services and opportunities for foreign students studying in the United States. Counseling services available to the foreign students and orientation procedures for incoming students are reviewed. A summary of exchanges and expenditures includes tables on: (1) exchanges with each country, 1949-70, (2) fields of specialization by category of grantee, (3) distribution of grantees in the United States, (4) countries which share costs of exchange, (5) total participants in the program, (6) women grantees as compared to total exchanges, (7) source of funds, fiscal years 1969 and 1970, (8) total funds obligated, fiscal years 1965-70, and (9) expenditures by country, fiscal year 1970. Special sections include reference to leaders abroad who have studied in the United States, 1970 State Department-sponsored programs for foreign students and young leaders, and a profile of the Exchange Program 1970. (RL)

ED 056 655 HE 002 655

**Report of the Second AID - NAFSA Workshop.** Agency for International Development (Dept. of State), Washington, D.C. Office of International Training/National Association for Foreign Student Affairs, Washington, D.C.

Pub Date—Mar 71

Note—56p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—College Students, \*Federal Programs, \*Foreign Student Advisers, \*Foreign Students, \*Higher Education, International Education, Program Evaluation, Program Improvement, Reports, \*Student Exchange Programs

The second AID-NAFSA workshop members included many of the staff of the Office of International Training, 31 Foreign Student Advisers, and 23 other members of NAFSA. The three main objectives of the program are: to improve the capability of the participants by new knowledge and skills; to expose them to modernization and popular participation at community level; and to provide an opportunity to see the U.S. Other concerns included: the protection of the individual participant; possible alienation of a participant by long absence from home; the need for COMSEC to embrace all sections of the community; the need for increase student participation in decisionmaking in community programs; the lack of provision for dependents; and the need for a known point of contact on the campus for AID-university communication. As was intended, the working groups produced a number of recommendations. Other proposals made during the workshops ranged from some of major importance concerning policy to suggestions for minor improvements; but all were of value in contributing to the betterment of the Participant Training Program. (HS)

ED 058 918 LI 003 624

Carnovsky, Leon

**The Foreign Student in the American Library School. Final Report.**

Chicago Univ., Ill. Graduate Library School.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—30 Nov 71

Contract—OEC-07-70-2300(506)

Note—64p., (13 References)

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Evaluation, \*Foreign Students, \*Library Education, \*Library Schools, Questionnaires, Surveys

The experience, observations, and reactions of foreign students to American library education are reported in this study. A questionnaire was sent to each foreign student who graduated from an accredited American library school between 1965-69. The questionnaire invited comments concerning the student's reaction to his year or more in an American library school; what benefits did he derive, what were his satisfactions and frustrations, his handicaps and shortcomings, his expectations whether or not realized, his difficulties on and off campus, his disappointments, and his ability to apply his American education to his subsequent career. Though most of the respondents expressed general satisfaction, there were numerous criticisms and suggestions for change. Since many of the criticisms echoed those of some American graduates who questioned the rationale of library education as typically offered, a chapter presents a conception of library education as an intellectual discipline, applicable to American and foreign students alike. The suggestions and recommendations which appear throughout the report are summarized and elaborated in a concluding chapter. (Author/NH)

ED 066 649 AC 012 797

Appelson, Marilyn Sample, Barry F.

**English and Citizenship Programs For The Foreign Born: A Handbook For Teachers.**

New Jersey State Dept. of Education, Trenton. Office of Adult and Continuing Education.

Pub Date—Sep 71

Note—37p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, Curriculum Planning, \*Educational Methods, \*Educational Planning, \*Educational Resources, \*English (Second Language), English Instruction, \*Instructional Materials, Teaching Guides

This handbook is designed to serve as a practical tool for instructors teaching citizenship and English language skills to foreign or native non-English-speaking adult learners. It is organized to provide the teacher with an awareness of the subject content to be presented and instructional approaches which may prove most successful. Chapter headings are: The Student, The Teacher, Curriculum Planning, Identifying Pronunciation Problems, Instructional Procedures, Naturalization Procedure. Three Appendixes list: Free and Inexpensive Materials, Materials Centers, Resource Agencies to Assist Teachers With Free and Inexpensive Materials. A Bibliography is given. (NF)

ED 091 955 HE 005 431

**Foreign Medical Students in the Americas: 1971-72.**

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence. Report No. DHEW-HRA-74-27

Pub Date—Dec 73

Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1741-00069, \$0.55)

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Enrollment, \*Foreign Students, \*Higher Education, \*Medical Education, \*Medical Students, Research Projects, Statistical Data, Surveys

Identifiers—\*North America, South America

In order to accumulate data on foreign medical students in the Americas, medical schools of the member countries of the Pan American Health Organization region of the World Health Organization were surveyed to acquire data on their student enrollments by country of origin, sex, and year of study for the 1971-72 academic year. A tabular questionnaire was designed in which total enroll-

ment for each school could be recorded by sex, nationality, and year of study. The response rate to the survey questionnaire was 97.2%. Results of the survey encompass an overview of medical students in the Americas; U.S. citizens studying medicine in other countries of the Americas; U.S.-born medical students in Mexico; foreign medical students in selected countries of the Americas; and foreign medical students in the United States. (MJM)

**ED 095 054** SO 007 682

Rodriguez, Orlando

**Social Determinants of Non-Return: Foreign Students from Developing Countries in the United States. Final Report.**

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—June 74

Contract—OEG-2-2-B034

Note—216p.

**EDRS Price MF-S0.83 HC-S11.37 Plus Postage.**

Descriptors—Critical Path Method, Data Analysis, "Developed Nations," "Developing Nations," Employment Opportunities, Foreign Students, Human Capital, International Relations, "Labor Supply," "Manpower Utilization," "Migration Patterns, Models, Occupational Mobility, Overseas Employment, Policy Formation, Study Abroad, Surveys

Identifiers—"Brain Drain

Data on the problem of the loss of professional manpower by developing countries to develop countries is reported and analyzed from a survey of over 1,300 foreign students in over 30 U.S. colleges and universities. The ideological and scholarly debate generated by the brain drain and approaches to the study of professional migration are reviewed, and a sociological model of student nonreturn is presented. The sampling and field work procedures for gathering the data utilized for identifying a pattern of student nonreturn in the U.S. are described. Factors considered as operating in responses to student nonreturn include characteristics of the students' countries, opportunities for work and education, social group influences, and motivational states. These factors are seen as operating at two time periods: the period before arrival and the period of study in the U.S. Discussion focuses on social group effects on nonreturn as well as objective opportunities and their perception by students within these two time periods. In the last chapters, multivariate regression models are proposed and analyzed. Finally, some of the policies that have been suggested to deal with the brain drain are discussed and evaluated in the light of the survey findings and analyses. (KSM)

**ED 095 778** HE 005 851

Lockett, Betty A. Williams, Kathleen N.

**Foreign Medical Graduates and Physician Manpower in the United States.**

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence.  
Report No.—DHEW-HRA-74-30

Pub Date—Feb 74

Note—109p.

**EDRS Price MF-S0.83 HC-S6.01 Plus Postage.**

Descriptors—"Foreign Nationals, Health Occupations," "Higher Education, Manpower Needs," "Medical Education," "Medical Evaluation," "Physicians

This report provides data and analyses on the foreign medical graduate (FMG) component of physician supply in the United States and identifies and assesses possible federal government options in the area of foreign medical graduates. Following an introductory chapter, chapter 2 reviews the current situation in the United States with respect to the immigration, education, and training, licensing, and practice characteristics of FMGs together with

some illustrative information on U.S. medical graduates. Available data presented on FMGs include country of origin, types of visas, age, sex, major professional activity, specialty, and geographic location. Chapter 3 focuses on national policy options vis-a-vis FMGs as they are related to quality, accessibility, and cost of care. Action alternatives are outlined as they relate to these elements of the national health care goal, and, insofar as possible, the positive and negative sides of each alternative are noted. Appendixes include flow charts and a discussion of the concept of externality and its relationship to interstate and international migration of physicians. (MJM)

**ED 101 930** SE 017 008

Stevens, Rosemary Vermeulen, Joan

**Foreign Trained Physicians and American Medicine.**

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No.—DHEW-NIH-73-325

Pub Date—June 72

Note—194p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1741-00051, \$2.35, domestic postpaid)

**EDRS Price MF-S0.83 HC-S10.03 Plus Postage.**

Descriptors—"Foreign Nationals, Labor Economics, Labor Supply, Manpower Needs," "Manpower Utilization," "Medicine," "Physicians," "Research, Science Education, Scientific Manpower

The purpose of the study was to bring together available materials on the location, activity, and function of more than 43,000 foreign trained physicians in the United States; to review the political, economic, and organizational factors which have led to the current manpower situation; and to analyze these data in terms of physician manpower, politics, and research. The study offers what is presently known about foreign trained physicians in the United States and the implications of this knowledge for future policy developments and academic research. The major areas discussed are: Foreign Medical Graduates and Medical Manpower in the United States; Qualifications, Testing, and Licensure-The Role of Professional Organizations; International Exchange and Immigration: The Role of Government; and Implications. The monograph also contains extensive statistical tables in support of conclusions and recommendations. (Author/BR)

**ED 130 369** CS 501 540

Ryu, Jung Shig

**Neo-Socialization Function of Mass Media Working among Foreign Students.**

Pub Date—76

Note—24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

**EDRS Price MF-S0.83 HC-S1.67 Plus Postage.**

Descriptors—English (Second Language), "Foreign Students, Higher Education," "Mass Media, Media Research, Newspapers," "Socialization," "Television

The mass media were analyzed as agents of socialization in a questionnaire study of 80 foreign student couples. Results indicated the availability of mass media to foreign student families was high, but that patterns of use were related to English proficiency. Native English speakers were more likely to watch television for relaxation while non-English speakers were more likely to watch it to improve their language skills or to learn about the culture. In general, American friends and compatriots were rated more useful than the mass media as sources of learning about America and the English language, but, among the media, television and newspapers were rated nearly as useful as were other people. Television was rated by the non-English speakers as

the most useful medium for the majority of topics, while a combination of television and newspapers was selected by the native English speakers as the most useful for three topics. (AA)

**ED 131 357** CG 010 904

McMillen, Patricia J.

**A Nontraditional Approach to Counseling International Students.**

Pub Date—13 Apr 76

Note—40p.; Paper presented at the annual meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—"Adjustment (to Environment)," "Counseling Goals," "Counseling Programs," "Cross Cultural Training, Cultural Isolation, Foreign Student Advisers," "Foreign Students, Higher Education, Inservice Programs, International Programs, Orientation, Program Descriptions

The intent of this program is to explore a comprehensive plan for counseling international students at home and abroad. The goal is optimum development of the student to insure a positive personal and educational experience. Changes in international educational exchange, such as the presence of foreign students in special programs, necessitate rethinking of counseling and guidance procedures. A program for a counseling service to meet these needs is presented. Aspects which are highlighted are determination of needs and objectives, feasibility of testing, institutional accountability, in-service training, evaluation procedures and international alumni as a continuing resource. The primary and culminating emphasis is on guidance and counseling where the dynamics of interaction take place. The counselor's focus should be on developmental, preventative and remedial aspects in helping students to increase self-understanding, deal effectively with problems and reach constructive responsible decisions. Adjustment of the individual and the environment, planning and teamwork, leadership articulation and organization are stressed. Central to the entire process is recognition of the uniqueness of each individual. (Author)

**ED 132 912** HE 008 466

Ota, David

**A Report on the Survey of Foreign Students. Alberta Univ., Edmonton. Office of Institutional Research and Planning.**

Pub Date—Sep 75

Note—55p.

Available from—Office of Institutional Research and Planning, The University of Alberta, Edmonton, Alberta T6G 2J9

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**

Descriptors—"Foreign Students," "Higher Education, International Programs," "Student Adjustment," "Student Characteristics, Student Experience, Student Needs," "Student Problems, Students, Student Welfare," "Surveys  
Identifiers—Canadian International Development Agency, CIDA Square Analysis," "University of Alberta

The University of Alberta conducted this survey of foreign students to determine (1) the need for an international center; (2) the kinds of academic experiences foreign students have; (3) the students' perception of the Foreign Student Office; and (4) how foreign students adjusted to life in Canada and at the University of Alberta. The group surveyed included Canadian students, foreign students, and students sponsored by the Canadian International Development Agency (CIDA). The students responded that they felt such a center should be a focal point for social and cultural interaction. A majority of the foreign and CIDA students were willing to make a financial commitment to such a

center, while Canadian students were not. A majority of all three groups indicated that the Center should be open to everyone on campus. A chi-square analysis of responses indicated that more foreign and CIDA students than could be expected felt they were completely prepared to handle work at the University of Alberta, while fewer Canadian students than expected felt themselves prepared. Students' perceptions of the functions of the Foreign Student Office were ranked, with the most commonly perceived function being to help the foreign student adjust to Canadian society. The problems in adjusting to Canada and the University were surveyed using open ended questions, and ranged from finding the way around the city and campus and getting a job for money and experience, to establishing a bank account and finding a babysitter. (JMF)

ED 135 273 HE 008 617

Williams, Kathleen N. Brook, Robert H.  
**Foreign Medical Graduates and their Effects on the Quality of Medical Care in the United States.**

Rand Corp., Santa Monica, Calif.  
 Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—R-1698-HEW

Pub Date—Jan 76

Contract—016B-7401-P2021

Note—34p.; Background report presented at the Sun Valley Forum on National Health (Winter 1975)

Available from—The Rand Corporation, Santa Monica, California 90406

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ability, Comparative Analysis, Educational Quality, \*Foreign Nationals, \*Foreign Workers, Individual Characteristics, \*Medical Care Evaluation, Medical Education, \*Medical Treatment, Peer Evaluation, Personnel Data, \*Physicians, Professional Education, \*Quality Control, Research

Identifiers—ECFMG, Educational Commission Foreign Medical Graduates, Federation Licensing Examination, FLEX, \*Foreign Medical Graduates

The purpose of the study was to examine existing information on the level of quality of medical care delivered by foreign medical graduates (FMGs), as part of a broader consideration of policies relating to FMGs and health care delivery in the United States. Quality of care is considered to comprise both technical care and the "art of care." FMGs do differ on U.S. medical graduates (USMGs) with respect structural characteristics: (1) FMGs are younger than USMGs; (2) they have a longer undergraduate education (with less clinical experience and less favorable faculty-student ratio, generally); (3) as a group, they are less successful on the usual screening (ECFMG), licensure (FLEX), and specialty board certification examinations than are USMGs as a group; and (4) a high proportion of FMGs had some or all of their medical education in English, but problems with English as a second language persist. A number of basic similarities between FMGs and USMGs exist: (1) they train and practice in specialties to the same degree; and (2) although FMGs are found to a much higher degree than USMGs in training programs that are unaffiliated with medical schools, an ever-increasing proportion take their training in affiliated programs. Two studies using process measures to assess the quality of care delivered by USMGs and FMGs were inconclusive. Lack of concrete evidence made formulating policy recommendations difficult. However, four areas of future research or evaluation are proposed: comparative studies, education of the less able practitioner, quality assurance and peer review, and characteristics of the FMG physician pool. (Author/MSE)

ED 136 604

Parker, Orin D. And Others

**Cultural Clues to the Middle Eastern Student.**

Occasional Paper No. 2.

American Friends of the Middle East, Inc., Washington, D.C.

Pub Date—Mar 76

Notes—18p.

Available from—American Friends of the Middle East, 1717 Massachusetts Ave., N.W., Suite 100, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Arabs, Attitudes, Cultural Background, \*Cultural Traits, Foreign Culture, \*Foreign Students, Higher Education, Interaction, Islamic Culture, Language Usage, Life Style, Non Western Civilization, Religion, \*Sociocultural Patterns, Student Attitudes, Student Needs, \*Values

Identifiers—\*Middle East

This paper discusses characteristics common to all Middle Eastern students with the exception of Israelis, and addresses itself to those working with Middle Eastern students on American college and university campuses. Middle Eastern students will show themselves to be highly adaptable, but they may demonstrate a formality of manner, particularly in initial social relationships, and a distrust of foreigners. Salient characteristics include respect for parents and elders, pride in one's heritage, and an attitude of fatalism conditioned by religious beliefs. Personal relationships are important and demand commitment, and the use of particular language forms, especially in formal situations, has significance. Needs particular to the Middle Eastern student include respect for his or her culture, close personal relationships or friendships, relaxed social relationships, hospitality accompanied by the offering of food, interaction with fellow Arabs, having a mentor from the same background, and having a satisfactory relationship with faculty and administrative advisors. (CLK)

ED 138 992

CG 011 364

Gama, Elizabeth M. P. Pedersen, Paul

**Readjustment Problems of Brazilian Returnees from Graduate Studies in the United States.**

Spons Agency—Latin American Scholarship Program of American Universities, Inc., Cambridge, Mass.; Universidade Federal do Espírito Santo (Brazil).

Pub Date—[76]

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976); Best Copy Available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Acculturation, \*Adjustment Problems, Anthropology, Behavior Patterns, \*Changing Attitudes, \*Cultural Exchange, Cultural Factors, Educational Programs, \*Educational Progress, \*Foreign Students, \*Graduate Students, Research Projects

Identifiers—\*Brazil

This is a pilot study on the readjustment process of Brazilians returned from graduate study in the U.S. Subjects were 31 former exchange scholars who were interviewed by the senior author after they returned to Brazil. The family, professional and social problems experienced by those scholars as they tried to readjust to life in their home country was investigated. Interviews were coded independently twice, over a 16-month interval. High reliability levels were obtained, which inspires confidence in the consistent rating of the taped interviews. Overall results indicated that returnees had little difficulty adjusting to life with their families except for the fact they experienced some value conflict with them, as well as some lack of privacy. Most of their problems were related to adjusting to their professional life. In that category they reported that they

found some difficulty adjusting to the system as a whole, and to their role as college professors. Lack of intellectual stimulation, lack of facilities and materials, excessive red tape, lack of opportunity and time to do research was fairly common for most and they felt these were moderately serious problems. In most cases returnees felt they were coping quite adequately. (Author)

ED 139 464

McMullen, William M.

**The International Student Program in Texas Community Colleges, 1976-1977. A Status Study.**

Pub Date—May 77

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Admission Criteria, College Admission, Community Colleges, Foreign Student Advisers, \*Foreign Students, \*International Programs, \*Junior Colleges, State Surveys, Student Financial Aid, \*Student Personnel Services

Identifiers—\*Texas

Questionnaires were sent to Deans of Students at Texas community colleges in order to gather information on the international (foreign student) programs at the various colleges. Areas examined included admissions requirements, pre-conditional admissions requirements, and handling of international students subsequent to admission. Of the 46 schools responding to the survey, 39 indicated they enrolled international students. The average number of international per institution was 64, with six schools reporting international enrollments in excess of 100, and one school with more than 600. Two-thirds of the colleges admitting internationals had a staff member designated as international student advisor, although only three had separate budgets for an international student office. Admission requirements were found to vary, with the Test of English as a Foreign Language primarily used as a screening device. Some financial aid, albeit limited, was available to international students, and most schools provided developmental programs in English and mathematics. Among the recommendations offered to improve the effectiveness of international programs were establishment of an international student advisor organization, requirement of automobile and hospitalization insurance for internationals, and budgetary and staff support for international student offices at schools enrolling 75 or more internationals. (JDS)

**GUIDE TO NETHERLAND STUDIES, BIBLIOGRAPHY.**

Calvin Coll., Grand Rapids, Mich.

Report No.—NDEA-VI-189

Pub Date—64

Contract—OEC-4-14-030

Note—178P.

**EDRS Price MF-50.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Bibliographies, Booklists, \*Dutch, \*Dutch Culture, \*Guides, History, \*Literature, Publications

Identifiers—GRAND RAPIDS

THIS BIBLIOGRAPHY OF NETHERLANDIC STUDIES IS A REVISED AND AUGMENTED EDITION OF A REFERENCE GUIDE PREPARED IN 1961. THE TERM "NETHERLANDIC" IS USED TO REFER TO THE GEOGRAPHICAL AREA WHERE THE DUTCH (FLEMISH) LANGUAGE IS SPOKEN. THE BIBLIOGRAPHY OFFERS INFORMATION ON PRINCIPAL STUDIES OF THE NETHERLANDIC PEOPLES' LANGUAGE, LITERATURE, HISTORY, CULTURE, AND CIVILIZATION. THE SUBJECT HEADINGS ARE (1) GENERAL INFORMATION, (2) THE DUTCH IN THE UNITED STATES, (3) ENCYCLOPEDIAS, SPECIAL DICTIONAIRES, AND REFERENCE WORKS, (4) SCIENTIFIC AND TECHNICAL DICTIONAIRES, (5) DUTCH LANGUAGE, (6) MATERIALS FOR THE STUDY OF THE DUTCH LANGUAGE, (7) NETHERLANDIC (DUTCH AND FLEMISH) LITERATURE, (8) NETHERLANDIC HISTORY, (9) LAND AND PEOPLE OF THE NETHERLANDS, (10) NETHERLANDIC CULTURE AND CIVILIZATION, (11) DUTCH AND FLEMISH ART, (12) ECONOMY OF THE NETHERLANDS AND SOCIAL CONDITIONS, (13) UNITED STATES LIBRARY RESOURCES FOR NETHERLANDIC STUDIES, AND (14) MISCELLANEOUS (WHICH INCLUDES FILMS, PERIODICALS, AND TRANSLATIONS). (GC)

**ED 010 408**

**MCMANEE, LAWRENCE F.**

**A BIBLIOGRAPHY OF ENGLISH-AND-AMERICAN-LITERATURE DISSERTATIONS ACCEPTED BY AMERICAN, BRITISH, AND GERMAN UNIVERSITIES FROM 1865-1964, CLASSIFIED BY PERIOD AND MAJOR AUTHORS.**

East Texas State Univ., Commerce.

Report No.—BR-5-8246; CRP-S-301

Pub Date—66

Note—1,423P.

**EDRS Price MF-54.17 HC-\$75.69 Plus Postage.**

Descriptors—\*Bibliographies, \*Doctoral Degrees, \*Documentation, Indexes (Locators), \*Literature, Research Problems, \*Resource Materials

Identifiers—COMMERCE, GERMANY, GREAT BRITAIN, UNITED STATES

A BIBLIOGRAPHY OF DISSERTATIONS WAS PREPARED SO THAT THE DOCTORAL STUDENT COULD DETERMINE WHETHER OR NOT HIS PROJECTED DISSERTATION TOPIC HAD ALREADY BEEN DONE IN THE UNITED STATES, BRITAIN, OR GERMANY. INDIVIDUAL LISTINGS OF DISSERTATIONS IN THE EAST TEXAS STATE UNIVERSITY LIBRARY AND LIBRARY OF CONGRESS WERE SENT TO THE RESPECTIVE UNIVERSITIES FOR APPROVAL AND/OR CORRECTION. THE WORDING OF THE TITLES, THE SPELLING OF THE AUTHORS' NAMES, AND THE SELECTION OF YEARS IN WHICH THE DISSERTATIONS WERE ACCEPTED WERE DERIVED FROM THE OFFICIAL RECORDS OF THE INSTITUTIONS CONCERNED. THE VOLUME INCLUDED (1) UNIVERSITY CODES, (2) AREA CODES, (3) INDEX OF

(6) LISTING OF AUTHORS OF DISSERTATIONS, AND (7) CROSS INDEX OF TOPICS. (RS)

**ED 012 351**

**RYAN, MARLEIGH WEBB. HERSCHEL**

**RESEARCH IN JAPANESE SOURCES-A GUIDE.**

Columbia Univ., New York, N.Y.

Report No.—NDEA-6-253

Pub Date—65

Note—1p.

Document Not Available from EDRS.

Descriptors—\*Bibliographies, \*Humanities, Indexes (Locators), \*Japanese, \*Library Materials, \*Translation

Identifiers—NEW YORK CITY

A BEGINNER'S GUIDE HAS BEEN PREPARED FOR THE SUBJECT OF JAPANESE BIBLIOGRAPHIES. IT WAS DESIGNED FOR THREE KINDS OF USERS—(1) THE STUDENT IN SOME DISCIPLINE OF THE HUMANITIES WHO WISHES TO CONDUCT RESEARCH ON JAPAN AND MAKE USE OF JAPANESE LANGUAGE MATERIALS, (2) THE STUDENT OR LIBRARIAN WHO KNOWS NO JAPANESE BUT WISHES INFORMATION ABOUT JAPAN, AND (3) THE STUDENT IN ANY DISCIPLINE WHOSE SPECIAL INTEREST MAY HAVE NOTHING IN PARTICULAR TO DO WITH JAPAN, BUT WHO WISHES TO CONSULT THE WORK DONE IN HIS FIELD BY JAPANESE SCHOLARS. THE INFORMATION ON SUCH SUBJECTS AS STATISTICS, HISTORIOGRAPHY, AND LAW IS LIMITED TO WHAT WOULD BE USEFUL TO STUDENTS OF THE HUMANITIES OR SOCIAL SCIENCES IN GENERAL. THIS BOOK WAS PUBLISHED BY COLUMBIA UNIVERSITY PRESS, 1965, 170 PAGES. (TC)

**ED 012 813**

**HOPE, HENRY W.**

**A SELECTIVE BIBLIOGRAPHY OF CONTEMPORARY BRAZILIAN AUTHORS.**

Wisconsin Univ., Milwaukee.

Report No.—BR-5-1258

Pub Date—SEP66

Contract—OEC-5-14-005

Note—61P.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Bibliographies, Essays, \*Fiction, \*Literature, Novels, \*Portuguese, Short Stories, \*Syntax, Writing

A BIBLIOGRAPHIC LISTING WAS COMPILED IN CONNECTION WITH A RESEARCH PROJECT ON THE SYNTAX OF CONTEMPORARY BRAZILIAN PORTUGUESE. THE DOCUMENT WAS NOT INTENDED TO BE AN EXHAUSTIVE INVENTORY OF CONTEMPORARY BRAZILIAN LITERATURE. SUBJECTS INCLUDED ARE FICTION AND NON-FICTION IN THE HUMANITIES AND SOCIAL SCIENCES. ANNOTATIONS ARE NOT INCLUDED. THE DATES OF THE MATERIALS RANGE FROM 1934 TO 1966. (TC)

**ED 012 832**

**CONROY, WILLIAM GILL CLARK**

**TEACHING ABOUT LATIN AMERICA IN THE ELEMENTARY SCHOOL, AN ANNOTATED GUIDE TO INSTRUCTIONAL RESOURCES.**

Texas Univ., Austin.

Report No.—BR-6-1183-BULL-1

Pub Date—67

Note—46P.

ographies, Books, \*Foreign Countries, \*Foreign Culture, Periodicals, Publications, \*Resource Materials, \*Social Studies

Identifiers—AUSTIN

AN ANNOTATED BIBLIOGRAPHY OF WRITTEN AND AUDIOVISUAL MEDIA RELATED TO LATIN AMERICA WAS PREPARED BY THE STAFF OF THE LATIN AMERICA CURRICULUM PROJECT AT THE UNIVERSITY OF TEXAS. THIS BIBLIOGRAPHY WAS PREPARED FOR TEACHERS, SUPERVISORS, AND CURRICULUM WRITERS IN ELEMENTARY SCHOOLS. MOST OF THE MEDIA CITED HAVE BEEN PUBLISHED SINCE 1950. FICTION BOOKS PUBLISHED SINCE 1950 WERE ALSO INCLUDED BECAUSE THEY ARE LESS DATED BY THE PASSAGE OF TIME. THE MEDIA ARE LISTED IN CATEGORIES. WITHIN EACH CATEGORY, ENTRIES ARE DESIGNATED AS PRIMARY OR INTERMEDIATE OR AS APPROPRIATE FOR A SPECIFIC GRADE LEVEL. A SOURCE LIST OF NAMES AND ADDRESSES IS GIVEN. A SEPARATE BIBLIOGRAPHY THAT WAS PREPARED FOR SECONDARY SCHOOL SOCIAL STUDIES PERSONNEL IS AA 000 231. (AL)

**ED 012 833**

**CONROY, WILLIAM GILL CLARK**

**TEACHING ABOUT LATIN AMERICA IN THE SECONDARY SCHOOL, AN ANNOTATED GUIDE TO INSTRUCTIONAL RESOURCES.**

Texas Univ., Austin.

Report No.—BR-6-1183-BULL-2

Pub Date—67

Note—77P.

**EDRS Price MF-50.83 HC-\$4.67 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Bibliographies, Books, \*Foreign Countries, \*Foreign Culture, Periodicals, Publications, \*Resource Materials, \*Social Studies

Identifiers—AUSTIN

AN ANNOTATED BIBLIOGRAPHY OF WRITTEN AND AUDIOVISUAL MATERIALS RELATED TO CONTEMPORARY LATIN AMERICA WAS PREPARED TO SERVE AS A GUIDE TO INSTRUCTIONAL RESOURCES FOR USE AT THE SECONDARY LEVEL. AN ATTEMPT WAS MADE TO INCLUDE ONLY THE MORE SIGNIFICANT AND MOST RECENTLY PUBLISHED MATERIALS AVAILABLE IN ENGLISH. PART I OF THE BIBLIOGRAPHY LISTS RECENT BOOKS AND PAMPHLETS IN TWO SUBDIVISIONS—ONE FOR GRADES 7 THROUGH 9 AND ONE FOR GRADES 10 THROUGH 12. MAJOR GROUPS OF BOOKS AND PAMPHLETS THAT WERE PUBLISHED AS A SERIES ARE ANNOTATED AS A GROUP. MOST BOOKS NOT IN A SERIES HAVE BEEN PUBLISHED SINCE THE YEAR 1960 AND THE MAJORITY OF THESE TITLES ARE LISTED IN THE 1966 EDITIONS OF "BOOKS IN PRINT." PART II CONSISTS OF 10 SUBDIVISIONS OF EDUCATIONAL MATERIALS AND RESOURCES TO AID IN TEACHING ABOUT LATIN AMERICA—BIBLIOGRAPHIES AND REFERENCE WORKS, BOOKS AND PAMPHLETS TO AID IN TEACHING ABOUT LATIN AMERICA, PERIODICALS FOR THE TEACHER AND STUDENT, PERIODICAL ARTICLES TO AID IN TEACHING ABOUT LATIN AMERICA, OFFICIAL SOURCES OF INFORMATION, SECONDARY TEXTBOOKS DEVOTED EXCLUSIVELY TO LATIN AMERICA, SOURCES OF FILMS AND FILMSTRIPS, SOURCES OF FREE AND INEXPENSIVE LEARNING MATERIALS, TEACHING UNITS, AND WORKTEXTS AND PAMPHLETS FOR

THE STUDENT. AN APPENDIX PROVIDES THE ADDRESSES OF THE PUBLISHERS AND OTHER SOURCES CITED. A SEPARATE BUT RELATED BIBLIOGRAPHY THAT WAS PREPARED FOR ELEMENTARY SCHOOL SOCIAL STUDIES IS AA 000 230. (AL)

**ED 015 766** LI 000 074  
**MOREHOUSE, WARD**  
**SURVEY OF BIBLIOGRAPHIES AND REFERENCE WORKS ON ASIA, AFRICA, LATIN AMERICA, RUSSIA, AND EAST EUROPE—AND COMPILATION OF BIBLIOGRAPHIES ON EAST ASIA, SOUTH ASIA AND AFRICA SOUTH OF THE SAHARA FOR UNDERGRADUATE LIBRARIES. INTERIM REPORT, PHASE ONE.**

State Univ. of New York, New York. Foreign Area Materials Center.

Report No.—BR-5-9931-IR-PHASE-I  
Pub Date—NOV-67

Contract—DEC-1-6-050931-1278  
Note—19P.

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**  
Descriptors—"Bibliographies," "College Libraries," "Conferences," "Electronic Data Processing," "Foreign Countries," "Foreign Language Books," "Foreign Language Periodicals," "Library Materials," "Reference Materials," "Undergraduate Study"  
Identifiers—AFRICA, ASIA, CHICAGO, DATATEX, EUROPE, LATIN AMERICA, NEW YORK, RUSSIA

THE PURPOSE OF THE PROJECT IS TO ASSIST UNDERGRADUATE LIBRARIES IN STRENGTHENING THEIR RESOURCES ON AREAS OUTSIDE THE PERIMETER OF WESTERN CIVILIZATION USUALLY GIVEN LITTLE ATTENTION BY AMERICAN COLLEGES, WITH SPECIAL EMPHASIS ON EAST AND SOUTH ASIA AND AFRICA SOUTH OF THE SAHARA. UNDER THE PROJECT'S FIRST PHASE, A PANEL OF LIBRARY ADVISERS WAS ESTABLISHED, AND PRELIMINARY VERSIONS OF A GUIDE TO REFERENCE MATERIALS ON NON-WESTERN EUROPEAN AREAS AND BIBLIOGRAPHIES ON EAST ASIA, SOUTH ASIA, AND AFRICA SOUTH OF THE SAHARA HAVE BEEN COMPILED BY COLLATING EXISTING BIBLIOGRAPHIES AND ADDING RECENTLY PUBLISHED ITEMS. THE BIBLIOGRAPHIES WERE PREPARED BY COMPUTERS, USING WITH SUCCESS THE DATATEX SYSTEM FOR SOURCE DATA ENTRY. THE FINAL VERSIONS WILL BE ISSUED AFTER REVISION AND GRADING BASED ON ADVICE FROM SCHOLARS AND LIBRARIANS. INCLUDED AS AN APPENDIX IS THE REPORT OF A CONFERENCE ON THE PLACE OF NON-EUROPEAN LANGUAGE MATERIALS IN UNDERGRADUATE LIBRARIES (CHICAGO, NOVEMBER 17, 1967). TOPICS DISCUSSED BY FACULTY AND LIBRARIAN PARTICIPANTS INCLUDE THE IMPACT ON UNDERGRADUATE LIBRARIES FROM IMPROVED LANGUAGE INSTRUCTION AND INCREASING FACULTY NEEDS FOR RESEARCH MATERIALS IN NON-ENGLISH LANGUAGES. CONFERENCE RECOMMENDATIONS ON APPROPRIATE ACQUISITIONS IN THESE AREAS CONCLUDE THE REPORT. ALSO APPENDED IS A PAPER READ AT THE CONFERENCE—"SOME REFLECTIONS ON THE USE OF RUSSIAN LANGUAGE MATERIALS ON THE COLLEGE LEVEL AND DESIRABLE FUTURE DIRECTIONS IN THIS AREA." BY DOUGLAS READING. (JB)

**ED 016 168** AC 001 909

**DAS GUPTA, A.K. ED.**  
**INDIAN EDUCATIONAL MATERIAL, AN ANNOTATED QUARTERLY BIBLIOGRAPHY.**

Indian National Scientific Documentation Centre, Delhi.

Report No.—BR-7-1275; TT-67-59017-3  
Pub Date—MAR-67

Note—84P.

**EDRS Price MF-50.83 HC-\$4.67 Plus Postage.**  
Descriptors—Adult Education, "Annotated Bibliographies," "Curriculum, Educational Philosophy, Educational Psychology, Guidance Counseling, Higher Education, Instructional Materials, Public Schools, School Administration," "Student Behavior, Student Evaluation," "Teacher Education, Teacher Evaluation," "Teaching Methods, Testing, Universities"

Identifiers—INDIA

THIS ANNOTATED BIBLIOGRAPHY WAS COMPILED AND PUBLISHED FOR THE OFFICE OF EDUCATION IN ACCORDANCE WITH AN AGREEMENT WITH THE NATIONAL SCIENCE FOUNDATION. IT CONTAINS OVER 200 ITEMS PUBLISHED IN INDIA DURING THE 1966 AND EARLY 1967. CERTAIN ASPECTS OF THE EDUCATIONAL STRUCTURE ARE HEAVILY REPRESENTED—UNIVERSITY LEVEL COURSES, EDUCATIONAL PSYCHOLOGY, EXAMINATIONS AND STUDENT EVALUATION, HIGHER EDUCATION, EDUCATIONAL PLANNING AND POLICY, CAUSES AND PATTERNS OF STUDENT UNREST, TEACHING METHODS AND TECHNIQUES (INCLUDING INSTRUCTIONAL MATERIALS, AUDIOVISUAL AIDS, AND PROGRAMED INSTRUCTION), GUIDANCE AND COUNSELING, TEACHER EDUCATION, AND FACETS OF ADMINISTRATION AND ORGANIZATION. ITEMS ARE ALSO INCLUDED ON CURRICULUM PLANNING, EDUCATIONAL SOCIOLOGY, RESEARCH METHODOLOGY, ACADEMIC STANDARDS, HEALTH CARE, PUBLIC SCHOOLS, ADULT EDUCATION, VOCATIONAL EDUCATION, AND USE OF REGIONAL LANGUAGES AS A MEDIUM OF INSTRUCTION. THERE IS A LIST OF THE PERIODICALS ABSTRACTED. (LY)

**ED 025 184** FL 001 187

**Levi, Zojica Mirkovic, Irene**

**Selected Bibliography of Yugoslav Educational Materials. Volume 4, Number 2, 1968.**

National Science Foundation, Washington, D.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—68  
Note—56P.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**  
Descriptors—"Annotated Bibliographies, Educational Change," "Educational Resources," "Foreign Countries, Institutional Schools," "Instructional Materials, Teacher Education, Teacher Role"

Identifiers—Yugoslavia

Included in this English translation of an annotated bibliography are one hundred items citing documents containing information about Yugoslav educational resources and school systems. Almost half the bibliographical citations pertain to the different kinds of schools and institutions. Brief attention is directed to the development of education, teacher training and teaching staff, management and finance, legislation, and problems in education. Some material is also provided on educational history and research, school reform, curriculums and syllabuses, audiovisual aids, physical education, and educational statistics. (AF)

**ED 027 806** FL 001 272

**Dabrowski, Kazimierz, Ed.**

**Selected Bibliography of Polish Educational Materials. Volume 7, Number 3, 1968.**

Polish Scientific Publishers.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-68-50010/3  
Pub Date—30 Apr 68

Note—52P.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**  
Descriptors—Adult Education, "Annotated Bibliographies," "Cultural Differences," "Education, Educational History, Educational Legislation, Educational Philosophy," "Educational Problems, Educational Theories," "Foreign Countries, Higher Education, International Education, Polish, Preschool Education, Primary Education, Secondary Schools, Social Sciences, Special Education, Vocational Education"

Identifiers—Poland

A 100-item bibliography with English abstracts of books and articles in Polish comprises the third in a series produced to provide information on various aspects of education in Poland. Major attention is given to the types and levels of schooling with listings covering preschool, primary, secondary, vocational, adult, special, and higher education. Social and educational sciences also receive considerable attention. Other sections are devoted to the history of education, laws and legislation, general educational information, the teaching profession, educational statistics, and miscellaneous other relevant problem areas. English translations of each Polish title and an author index are provided. For a related document see FL 001 287. (AF)

**ED 027 807** FL 001 273

**Ba, U. Comp.**

**Education Abstracts-Burma.**

National Science Teachers Association, Washington, D.C.

Report No.—TT-68-59401-2  
Pub Date—[Oct 68]

Note—58P.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**  
Descriptors—"Abstracts," "Annotated Bibliographies," "Burmese, Burmese Culture," "Education, Educational Administration, Elementary Education," "Foreign Countries, Higher Education, Instructional Programs, Non Western Civilization, Secondary Education, Special Education, Student Role, Teacher Education, Teacher Role, Technical Education"

Identifiers—Burma

Reproduced in this 129-item bibliography with abstracts are summaries of accounts taken primarily from "Working People's Daily" and "Guardian," published in Rangoon from May through August 1968 and offering information on (1) general, primary, secondary, and higher education; (2) miscellaneous educational considerations; (3) relevant editorials and periodicals; and (4) high school teacher training in Burma. Covered under these topical headings are such issues in Burmese education as—(1) administrative and budgetary practices; (2) special and technical education courses and institutions; (3) instructional methods and innovations; (4) student activities; (5) teacher role; (6) testing practices; and (7) unique services and functions. For a related document, see FL 001 169. (CW)

**ED 027 809** FL 001 277

**Kunke, Lawrence**

**A Preliminary Handlist of Important English, French and German Works on Modern Middle Eastern History (1798-1948).**

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—[66]



**EDRS Price MF-50.83 HC-\$8.69 Plus Postage.**  
 Descriptors—Archives, Asian History, Atlases, Bibliographies, Biographies, Booklists, \*English, Foreign Countries, Foreign Language Books, \*French, \*German, History, \*Middle Eastern History, Modern History, Non Western Civilization, Periodicals, \*Publications, Reference Books, Social Sciences

Identifiers—Arabia, Egypt, Iran, Iraq, Jordan, Lebanon, \*Middle East, Palestine, Syria, The Ottoman Empire, The Sudan

This bibliography of published works in English, French, and German on 19th and 20th Century Middle Eastern history is designed as a preliminary handlist to test the feasibility of compiling a core bibliography in the field for nonspecialists and beginning graduate students. Among the entries, which are classified according to geographical area and subject matter, are guides to archival materials, atlases, bibliographical studies, published memoirs, travel accounts, state documents, source materials, periodicals, and books. Also included are works from the field of social science related to Middle Eastern historical development. (CW)

**ED 027 810** FL 001 281

*Brower, Chaim I., Ed.*  
**Selected Bibliography of Israel Educational Materials.** August 1968-November 1968. Volume 3, Number 3, 1968.

Bar-Ilan Univ., Jerusalem (Israel). Dept. of Education, Israel Program for Scientific Translation, Jerusalem.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-68-50446-3

Pub Date—67

Note—73p.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**  
 Descriptors—Adjustment (to Environment), Adjustment Problems, \*Annotated Bibliographies, Arabic, \*Cultural Differences, \*Education, Educational Change, Educational Coordination, Educational Objectives, \*Educational Problems, Educational Programs, \*Foreign Countries, Hebrew, International Education, Jews, Migrant Youth, Social Adjustment, Youth Problems, Youth Programs

Identifiers—Israel

A 120-item bibliography with English abstracts of books and articles in Hebrew and Arabic comprises one of a continuing series of volumes designed to provide information on various aspects of education in Israel. Seventy-five entries, included in a special section devoted to the Youth Aliyah, provide a rich bibliographical collection of materials pertaining to the ever-changing role assumed by this enterprise in attempting to solve the immediate problems in youth absorption during the past 30 turbulent years in the lives of the Jewish people and in the nation of Israel. Included are items on (1) history and evaluation, (2) youth from Islamic countries, (3) kibbutz training and curriculums, and (4) temporary or permanent frameworks of operation. The 45 remaining entries on general Israeli education treat problems and achievements, structure of educational organization, and instructional practices in various subjects. Lists of publications, publishers, and authors are also provided. (AF)

**ED 027 812** FL 001 287

*Dobrowski, Kazimierz, Ed.*  
**Selected Bibliography of Polish Educational Materials.** Volume 7, Number 4, 1968.

Polish Scientific Publishers.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-68-50010-4

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**  
 Descriptors—Adult Education, \*Annotated Bibliographies, \*Cultural Differences, \*Education, Educational History, Educational Legislation, Educational Philosophy, \*Educational Problems, Educational Theories, \*Foreign Countries, Higher Education, International Education, Polish, Preschool Education, Primary Education, Secondary Schools, Social Sciences, Special Education, Vocational Education

Identifiers—Poland

A 107-item bibliography with English abstracts of books and articles in Polish comprises the fourth in a series produced to provide information on various aspects of education in Poland. Major attention is given to the different types and levels of schooling with listings covering preschool, primary, secondary, vocational, adult, special, and higher education. Social and educational sciences also receive considerable attention. Other sections are devoted to the history of education, laws and legislation, general information, the teaching profession, educational statistics, and miscellaneous other relevant problem areas. English translations of each Polish title and an author index are provided. For a related document see FL 001 272. (AF)

**ED 027 813** FL 001 303

*Saad, Ismail*  
**Selected Bibliography of Educational Materials in Pakistan.** July-December 1967. Volume 1, Number 3, 1967.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-67-59201-3

Pub Date—67

Note—66p.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**  
 Descriptors—\*Annotated Bibliographies, \*Cultural Differences, \*Education, Educational Administration, Educational Finance, Educational Improvement, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, \*Educational Problems, Educational Programs, \*Foreign Countries, Indo European Languages, Instructional Materials, International Education, Official Languages

Identifiers—Pakistan

A 123-item bibliography with English abstracts of books and articles in English and Indic languages comprises this volume produced to provide information on various aspects of education in Pakistan. Significant emphasis is placed on the sections treating (1) languages and medium of instruction and (2) educational goals, developments, methods, media, administration, organization, and finance. Less extensive portions include listings dealing with such diverse topics as (1) children's literature, (2) curriculum appraisal, (3) discipline problems, (4) educational reform, research reports, and general concerns, (5) examination and textbook needs, (6) extracurricular activities, (7) history of education, (8) library resources, (9) literacy problems, and (10) the studies of mathematics, psychology, sociology, social sciences, science, and special subjects. English translations of foreign titles and an author index are provided. (AF)

**ED 029 291** AL 001 932

*Levi, Zofica, Comp.*  
**Selected Bibliography of Yugoslav Educational Materials.** Vol. 4, No. 4, 1968.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-68-50054-4

Pub Date—69

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (Order no. TT-68-50054/4 HC-\$3.00, MF-\$0.65, Prepayment Requested).

**Document Not Available from EDRS.**

Descriptors—Adult Education, \*Annotated Bibliographies, Audiovisual Aids, \*Education, Educational Legislation, \*Educational Research, Elementary Education, Handicapped Students, Higher Education, Occupational Guidance, Secondary Education, \*Teacher Education

Identifiers—Yugoslavia

"Selected Bibliography of Yugoslav Educational Materials" (Volume 4, Number 4, 1968) was prepared, translated, and published for the U.S. Office of Education (HEW), pursuant to an agreement with the National Science Foundation, Washington, D.C. The work, published by the NOLIT Publishing House (in Belgrade), was prepared by the Yugoslav Institute for Educational Research. Contents (listed as items 301-400) include the following topics and areas of educational interest: history and development of education and educational research; teacher training; schools and institutions from elementary through adult levels; education for the handicapped; vocational guidance; curricula and syllabi; audiovisual aids; self-education; physical education; educational problems; hostels; educational management, financing, legislation, and statistics; and bibliographies. Each entry is followed by an annotation in English. (AMM)

**ED 029 527** FL 001 283

*Azzou, Azzedine. And Others*  
**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia.** Volume 2, Numbers 1, 2, 3, 1968.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-68-50081-1-2-3

Pub Date—68

Note—147p.

**EDRS Price MF-50.83 HC-\$7.35 Plus Postage.**  
 Descriptors—\*Annotated Bibliographies, Arabic, \*Cultural Differences, \*Education, Educational Philosophy, \*Educational Problems, Educational Theories, Elementary Schools, English, \*Foreign Countries, French, Higher Education, Instructional Materials, International Education, International Relations, Italian, School Administration, Secondary Schools, Teacher Education, Vocational Education

Identifiers—Algeria, Libya, \*Maghreb Countries, Morocco, Tunisia

Three volumes comprise a 375-item bibliography with abstracts of books and articles in English, French, Italian, and Arabic that provides information on various aspects of education in the Maghreb countries of Algeria, Libya, Morocco, and Tunisia. Each entry identifies the country with which it is concerned, and foreign language titles are translated into English. Special attention is given to the subject of educational organization, with listings covering primary, secondary, vocational, higher, and adult education. Along with entries dealing with the administration of the educational system, the bibliography places considerable emphasis on items concerning educational philosophy and theory, statistics, and cooperation. Subjects also treated are North African (1) educational structure, (2) teacher training, (3) teaching aids, (4) religious, art, and special education, and (5) special problem areas. For related documents see FL 001 056 and FL 001 170. (AF)

ED 029 534 FL 001 318

Yayuripura, J.E. Comp.

Ceylon Education Abstracts, January 1, 1960 to December 31, 1962. Volume 1, Number 2.

University of Ceylon, Peradeniya.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—69

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Abstracts, \*Annotated Bibliographies, Course Content, Course Organization, \*Cultural Differences, \*Education, Educational Counseling, Educational History, Educational Legislation, Educational Planning, Educational Policy, Educational Practice, Educational Problems, English, \*Foreign Countries, International Education, Sinhalese, Tamil, Teaching Methods Identifiers—Ceylon

Included in this second issue of a 3-volume series of bibliographies with abstracts are 115 items dealing with significant materials published in Ceylon on various aspects of education. Titles in Tamil and Sinhalese are translated into English. Special attention is given to the subject of educational problems, planning, and policy, with listings covering (1) education and the state, (2) equalization of educational opportunity, (3) language issues in education, and (4) university education. Along with entries pertaining to educational history, the bibliography places considerable emphasis on items concerning the content of education and methods of teaching. Other subjects treated are—(1) educational commissions, committees, theory, and legislation, (2) child and youth psychology (guidance and counseling), (3) special, vocational, technical, teacher, and adult education, and (4) examinations. Also provided are a list of the periodicals and newspapers abstracted and an author index. (AF)

ED 030 861 AL 001 933

Dobrowski, Kazimierz, Ed. Golsanska, Bronislawa, Ed.

Selected Bibliography of Polish Educational Materials. Vol. 8, No. 1.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-69-50-000-1

Pub Date—69

Note—31p.

Available from—Stechert-Hafner, Inc., 31 East 10th Street, New York, N.Y., 10003, or FAM Book Service, 69 Fifth Avenue, Suite 8F, New York, N.Y., 10003.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, \*Annotated Bibliographies, \*Education, Elementary Schools, Higher Education, High Schools, \*Instructional Materials, Laws, Legislation, \*Polish, Preschool Education, Social Sciences, Special Education, Teacher Education

Identifiers—\*Poland

The bulk of the Polish educational materials listed in this annotated bibliography was published between August 1 and October 30, 1968. The 100 entries are listed under the following categories: (1) Laws and Legislation; (2) General Information on Education; (3) Social and Educational Sciences; (4) The Teacher's Profession; (5) Schools and Institutions—Preschool, Primary, Secondary, Vocational, Higher, Adult and Special; and (6) Miscellaneous. An index of authors and a listing of Polish publishing houses completes this volume. All titles appear in both Polish and English; annotations appear in English only. (AMM)

ED 030 872 AL 001 999

Das Gupta, A.K., Ed. And Others

Indian Educational Material: Annotated Quarterly Bibliography, Vol 3 No 1: September 1968.

Indian National Scientific Documentation Centre, Delhi. National Science Foundation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-69-53002-1

Pub Date—Sep 68

Note—103p.

Available from—Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (TT-69-53002/1, MF \$0.65, HC \$3.00) Prepayment requested.

Document Not Available from EDRS.

Descriptors—Academic Achievement, Adult Education, \*Annotated Bibliographies, Culturally Disadvantaged, Educational Psychology, Educational Research, Educational Sociology, Elementary Education, Evaluation, General Education, Higher Education, History, Literacy, Rural Education, Teaching Methods, Testing

Identifiers—Brain Drain, \*India

The 155 abstracts contained in this annotated bibliography cover the period from July to September 1968 and include the following categories: Academic Achievement; Administration and Organization; Adult and Basic Education; Brain Drain; CASTASIA; Correspondence and Other Courses of Study; Curriculum; Education (Economics, Elementary, Higher, Moral, Rural, Science, Teacher, Vocational and Technical); Educational Psychology, Research, and Sociology; Examination and Evaluation; Finance; Guidance and Counselling; Health Care History; Language Problems; Literacy; Policy and Planning; School Forms; Scientific Research; Student Discipline and Problems; Teacher Organizations and Methods; Teachers; Tests and Measurements; and Wastage and Stagnation. A special section on Education of the Backward Classes containing 37 abstracts is appended. Also listed are the periodicals and newspaper sources with volume and issue numbers indicated. All entries and abstracts appear in English only. See related documents ED 016 168 and ED 025 973. (AMM)

ED 031 109 FL 001 334

Levi, Zojica Mirkovic, Irene  
Selected Bibliography of Yugoslav Educational Materials. Volume 4, Number 3, 1968.

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-68-50054-3

Pub Date—69

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Cultural Differences, Curriculum Planning, \*Education, Educational Administration, Educational Finance, Educational History, Educational Improvement, Educational Legislation, \*Educational Programs, Educational Research, \*Foreign Countries, Instructional Staff, Physical Education, School Systems, Serbo-Croatian, Special Programs, Teacher Education, Technical Education

Identifiers—Yugoslavia

Included in this English translation of an annotated bibliography are 100 items citing books and articles in Serbo-Croatian that contain information about Yugoslav educational resources and school systems. Schools and institutions receive considerable attention with entries on preschool, elementary, secondary, higher, and adult education. There are also sections dealing with the development of education and educational legislation. Less extensive portions are devoted to (1) the history of education,

(2) educational problems, statistics, and research, (3) school reform, (4) teacher training and staff, (5) hostels, (6) management and financing, (7) curricula and syllabuses, and (8) polytechnical and physical education. English translations of foreign titles are provided. For companion documents see ED 025 184 and ED 026 893. (AF)

ED 031 115 FL 001 371

Saad, Ismail, Comp.

Selected Bibliography of Educational Materials in Pakistan, October-December 1968. Volume 2, Number 4, 1968. January-March 1969. Volume 3, Number 1, 1969.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-68-59403-4; TT-69-5153-1

Pub Date—69

Note—146p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Cultural Differences, \*Education, Educational Administration, Educational Finance, Educational History, Educational Improvement, Educational Objectives, Educational Philosophy, Educational Planning, \*Educational Problems, Educational Programs, Educational Sociology, \*Foreign Countries, International Education, School Libraries, Student Problems

Identifiers—Pakistan

Two volumes comprise a 241-item bibliography with English abstracts of books and articles in English and Indic languages that provides information on various aspects of education in Pakistan. Featured in a special section of one volume are the developments in education from 1958 to 1968; in a special section of the other, libraries. Significant emphasis is one bibliography is placed on sections treating examinations, general topics, sociology, and student problems; in the other, on higher education and textbooks. Less extensive portions include listings dealing with (1) educational development, goals, planning, reforms, history, philosophy, administration, and finance and (2) childhood, comparative, health, elementary, secondary, higher, medical, physical, professional, science, technical, and women's education. Such assorted topics as curriculum, extra-curricular activities, language teaching, literacy, children's literature, psychology, teachers, teaching methods, and instructional media are also discussed briefly. English translations of foreign titles and an author index are provided. For a companion document see ED 027 813. (AF)

ED 031 123 FL 001 390

Azzouz, Azzidine, And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 3, Number 1, 1969.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-69-52000-1

Pub Date—69

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Cultural Differences, \*Education, Educational Administration, Educational Philosophy, Educational Practice, \*Educational Problems, Educational Programs, Educational Theories, Elementary Schools, English, \*Foreign Countries, French, Higher Education, International Education, School Systems, Secondary Schools, Special Education, Teacher Education, Vocational Education

Identifiers—Algeria, Libya, \*Maghreb Countries, Morocco, Tunisia

A 130-item bibliography with abstracts of books

and articles in English and French provides information on various aspects of education in many of them language-related in the Maghreb countries of Algeria, Libya, Morocco, and Tunisia. Each entry identifies the country with which it is concerned, and French titles are translated into English. Special attention is given to educational organization with listings covering primary, secondary, higher, and vocational education. Along with entries dealing with educational administration, the bibliography places considerable emphasis on the structure of the educational system in North Africa. Subjects also treated are North African (1) educational philosophy, theory, statistics, and cooperation, (2) adult, religious, artistic, and special education, (3) teacher training and instructional aids, and (4) special problem areas. For companion documents see ED 026 892, ED 026 920, and FL 001283. (AF)

**ED 031 252** LI 000 061  
Hay, Stephen N. *And Others*  
**Preliminary Bibliography on South Asia for Undergraduate Libraries.**

State Univ. of New York, New York. Foreign Area Materials Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—67  
Contract—OEC-1-6-050931-1278  
Note—404p.; Related documents are LI 000 881 and LI 000 882.

**EDRS Price MF-\$1.16 HC-\$22.09 Plus Postage.** Descriptors—Area Studies, \*Bibliographies, \*College Libraries, \*Foreign Countries, Library Acquisition, Library Collections, \*Library Materials, Microforms, \*Non Western Civilization, Reference Materials  
Identifiers—\*South Asia

This classified bibliography on South Asia and similar bibliographies on Africa south of the Sahara (LI 000 882) and East Asia (LI 000 881) have been compiled under the first phase of a three-year cooperative project to strengthen bibliographical resources for undergraduate libraries on "neglected" foreign areas. The bibliography in its present form is a preliminary edition to be circulated for criticism and comment to interested scholars and librarians. The final version, to be published under the second phase of the project, will incorporate comments and criticisms received. The material included in this bibliography was collated from standard bibliographies on the subject and various syllabi and reading lists distributed by the Foreign Area Materials Center. Although it was not possible to ascertain whether books published abroad were still in print, the American publications were checked against R.R. Bowker's "Books in Print, 1966," and reprints and material in microform are indicated. Appended are a list of microfilm companies and their addresses and a note on the Foreign Area Materials Center. (Author/JB)

**ED 031 253** LI 000 881  
Ehrman, Edith. *Morsehouse, Ward*  
**Preliminary Bibliography on South Asia for Undergraduate Libraries.**

State Univ. of New York, New York. Foreign Area Materials Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—67  
Contract—OEC-1-6-050931-1278  
Note—486p.; Related documents are LI 000 882 and LI 000 061.

**EDRS Price MF-\$1.50 HC-\$26.11 Plus Postage.** Descriptors—Area Studies, \*Bibliographies, \*College Libraries, \*Foreign Countries, Library Acquisition, Library Collections, \*Library Networks, \*Non Western Civilization, Reference Materials  
Identifiers—\*East Asia

This classified bibliography on East Asia and similar bibliographies on Africa south of the Sahara (LI 000 882) and South Asia (LI 000 061) have been compiled under the first phase of a three-year cooperative project to strengthen bibliographical resources for undergraduate libraries on "neglected" foreign areas. The bibliography in its present form is a preliminary edition to be circulated for criticism and comment to interested scholars and librarians. The final version, to be published under the second phase of the project, will incorporate comments and criticisms received. The material included in this bibliography was collated from standard bibliographies on the subject and various syllabi and reading lists distributed by the Foreign Area Materials Center. Although it was not possible to ascertain whether books published abroad were still in print, the American publications were checked against R.R. Bowker's "Books in Print, 1966," and reprints and materials in microform are indicated. Appended are a list of microfilm companies and their addresses and a note on the Foreign Area Materials Center. (Author/JB)

**ED 031 254** LI 000 882  
Ehrman, Edith. *Morsehouse, Ward*  
**Preliminary Bibliography on Africa South of the Sahara for Undergraduate Libraries.**

State Univ. of New York, New York. Foreign Area Materials Center.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—67  
Contract—OEC-1-6-050931-1278  
Note—328p.; Related documents are LI 000 061 and LI 000 881.

**EDRS Price MF-\$1.00 HC-\$18.07 Plus Postage.** Descriptors—Area Studies, \*Bibliographies, \*College Libraries, \*Foreign Countries, Library Acquisition, Library Collections, \*Library Materials, Microforms, \*Non Western Civilization, Reference Materials  
Identifiers—\*Africa

This classified bibliography on Africa south of the Sahara and similar bibliographies on South Asia (LI 000 061) and East Asia (LI 000 881) have been compiled under the first phase of a three-year cooperative project to strengthen bibliographical resources for undergraduate libraries on "neglected" foreign areas. The bibliography in its present form is a preliminary edition to be circulated for criticism and comment to interested scholars and librarians. The final version, to be published under the second phase of the project, will incorporate comments and criticisms received. The material included in this bibliography was collated from standard bibliographies on the subject and various syllabi and reading lists distributed by the Foreign Area Materials Center. Although it was not possible to ascertain whether books published abroad were still in print, the American publications were checked against R.R. Bowker's "Books in Print, 1966," and reprints and material in microform are indicated. Appended are a list of microfilm companies and their addresses and a note on the Foreign Area Materials Center. (Author/JB)

**ED 032 805** FL 001 403  
**National Directory of Latin Americanists: Bibliographies of 1,884 Specialists in the Social Sciences and Humanities. Hispanic Foundation Bibliographical Series, No. 10.**

Library of Congress, Washington, D.C. Hispanic Foundation.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—66  
Contract—OEC-3-14-030  
Note—351p.  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

D.C. D2002 (\$2.00)  
**EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.**

Descriptors—Area Studies, \*Bibliographies, \*Biographies, Data, \*Directories, Humanities, Language Proficiency, \*Latin American Culture, Linguistic Competence, Social Sciences, Spanish Literature, \*Specialists  
Identifiers—Hispanic Foundation, \*Latin America, Library of Congress

Biographical and bibliographical information gathered during 1964-65 by the Hispanic Foundation is provided on 1,884 United States residents who are Latin American specialists. These specialists in the social sciences and the humanities were selected from two categories: (1) "area" specialists; and (2) "non-area" specialists, often drawn from the physical sciences. The data include vital statistics including major publications and a special indication is made of the second language knowledge of each specialist with an indication of his proficiency in each. An index to subject specialties and an introduction that describes data collection and standards for inclusion are also offered. (AF)

**ED 032 806** FL 001 413  
Ejlskov, William L. *Ed.*  
**Israel Education Abstracts: A Selected Bibliography of Current and Past Israel Educational Materials. December 1968-March 1969. Vol. 1, No. 1, 1969.**

Bar-Ilan Univ., Jerusalem (Israel). Dept. of Education. Israel Program for Scientific Translation, Jerusalem.  
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.  
Report No.—TT-69-55006-1  
Pub Date—69  
Note—92p.  
Available from—IPST Press, Jerusalem, Israel (Cat. No. 5495/1)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.** Descriptors—Adult Education, \*Annotated Bibliographies, Community Education, Cultural Differences, \*Education, Educational Methods, Educational Planning, Educational Problems, \*Educational Programs, Family School Relationship, \*Foreign Countries, \*Higher Education, Instructional Materials, Instructional Program Divisions, Special Education, Units of Study, Vocational Education  
Identifiers—\*Israel

A 122-item bibliography with English abstracts of books and articles in Hebrew provides information on various aspects of education in Israel from December 1968-March 1969. A special section on higher education 191-349 comprises half of this volume and spans a half-century of debate, establishment, relationships, and problems of higher education. The section on current items devotes special attention to educational frameworks, including Arab education, adult education, institutional education, kibbutzim, school-home relations, and vocational education. Less extensive portions cover problems and achievements, the teaching learning process, instructional program divisions (kindergarten through higher education), and the teaching of various subjects. Educational administration, historical foundations, statistics, and data also contribute a few listings. Lists of publications and publishers, an author index, and a master index to volumes 1-3 (1966-1969) are provided. (AF)

**ED 032 807** FL 001 416  
Dabrowski, Kazimierz, *Ed.* *Golanska, Bronislava, Ed.*  
**Selected Bibliography of Polish Educational Materials. Volume 6, Numbers 2, 3, 4, 1967.**  
Polish Scientific Publishers.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-67-56111-2; TT-67-56111-3; TT-67-56111-4

Pub Date—67

Note—152p.

**EDRS Price MF-S0.83 HC-S8.69 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Education, Educational History, Educational Improvement, Educational Legislation, \*Educational Problems, \*Educational Programs, Foreign Countries, Higher Education, Instructional Materials, \*Polish, Preschool Education, Primary Education, Secondary Education, Social Sciences, Special Education, Statistical Studies, Teaching, Vocational Education

Identifiers—\*Poland

These three volumes contain a 600-item (200 apiece) bibliography with English abstracts of Polish books and articles on education published between December 1, 1966 and July 31, 1967. Number 2 covers December 1, 1966-February 28, 1967; number 3, March 1-May 15, 1967; number 4, May 16-July 31, 1967. Major attention in all three is directed toward different levels and types of schools and institutions, including preschools, primary and secondary schools, higher education, vocational schools, and adult and special education. Social and educational sciences also receive considerable attention. Other sections deal with educational history, laws and legislation, general information, and the teaching profession. In addition, numbers 2 and 4 contain a miscellaneous section, and number 2 contains a few entries on educational statistics. Author indexes are provided. For companion documents see ED 027 806 and ED 027 812. (AF)

**ED 032 818**

FL 001 501

Azzouz, Azzidine. *And Others*

**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 3, Numbers 2, 3, 1969.**

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-69-52000-2; TT-69-52000-3

Pub Date—69

Note—82p.

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Education, Educational Administration, Educational Improvement, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, \*Educational Problems, \*Educational Programs, \*Foreign Countries, Instructional Aids, Instructional Materials, Instructional Program Divisions, Statistical Studies, Teacher Education

Identifiers—Algeria, Libya, \*Maghreb Countries, Morocco, Tunisia

A two volume, 200-item bibliography with English abstracts of books and articles in English and French dating from 1957 offers information on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with educational organization in primary, secondary, vocational, and higher education; and educational administration in North Africa. Less extensive sections deal with: (1) educational philosophy, theory, statistics, and cooperation; (2) adult, teacher, religious, artistic, and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, and ED 031 123. (RL)

**ED 032 819**

FL 001 502

Das Gupta, A.K. *Ed.*

**Indian Educational Material. January-March 1968, Vol. 2, No. 3, March 1968. April-June 1968, Vol. 2, No. 4, June 1968.**

Indian National Scientific Documentation Centre, Delhi.

Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-68-50601-3; TT-68-50601-4

Pub Date—68

Note—209p.

**EDRS Price MF-S0.83 HC-S11.37 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Curriculum, \*Education, Educational Improvement, Educational Methods, Educational Needs, Educational Planning, Educational Practice, \*Educational Problems, \*Educational Programs, Educational Psychology, \*Foreign Countries, Higher Education, Instructional Materials, Student Evaluation, Student Testing, Teacher Education, Teaching Methods, Vocational Education

Identifiers—\*India

This two volume, 399-item bibliography with English abstracts of books and articles largely from 1967 and 1968 on various aspects of Indian education includes sections on the Indian "brain drain" and on examination and evaluation. Emphasis is placed on sections dealing with educational psychology, policy and planning, teacher education, tests and measurements, vocational and technical education, course study, general education, and programmed instruction. Less extensive sections deal with: (1) educational administration, organization, curriculum, research, sociology, finance, materials and aids, statistics, waste and stagnation; (2) adult, general, elementary, moral, physical, preschool, science, women's and workers' education; and (3) academic achievement, correspondence courses, guidance and counseling, health care, history, literacy, types of schools, student discipline, student selection, student welfare, teachers, and teacher organization. A list of abstracted periodicals and newspapers is included. For a companion document see ED 025 973. (RL)

**ED 032 820**

FL 001 503

Saad, Ismail. *Comp.*

**Selected Bibliography of Educational Materials in Pakistan. April-June 1969, Vol. 3, No. 2, 1969.**

Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-69-51053-2

Pub Date—[69]

Note—72p.

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**

Descriptors—Activism, \*Annotated Bibliographies, Curriculum, Educational Facilities, Educational Finance, Educational Improvement, Educational Needs, Educational Objectives, \*Educational Practice, Educational Principles, \*Educational Problems, \*Educational Programs, Educational Theories, \*Foreign Countries, Instructional Program Divisions, Libraries, School Administration, Teacher Education

Identifiers—\*Pakistan

A 136-item bibliography covering April-June 1969 with English abstracts of books and articles in English and Indic languages provides information on various aspects of education in Pakistan. Significant emphasis is placed on sections dealing with libraries; teachers; and general, elementary, and secondary education. Brief sections deal with (1) educational administration, organization, finance, curriculum, development, goals, planning, reforms, history, and philosophy; (2) adult, childhood, comparative, higher, Islamic, medical, professional, science, special, technical, and women's education; and (3) examinations, language teaching, psy-

chology, sociology, students' problems, textbooks, and teaching methods and media. A special section on student unrest is included. English translations of foreign titles and an author index are also provided. For companion documents see ED 027 813 and ED 031 115. (AF)

**ED 034 455**

FL 001 537

Azzouz, Azzidine. *And Others*

**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 3, Number 4, 1969.**

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-69-52000-4

Pub Date—69

Note—34p.

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Educational Administration, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, \*Educational Problems, \*Educational Programs, \*Foreign Countries, Instructional Aids, Instructional Materials, Instructional Program Divisions, International Education, Statistical Studies, Teacher Education

Identifiers—Algeria, Libya, \*Maghreb Countries, Morocco, Tunisia

A 100-item bibliography with abstracts of books, newspaper articles, and periodical articles in English and French dating from 1953 offers information on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with educational organization in primary, secondary, vocational and higher education; and the structure of educational organization in North Africa. Less extensive sections deal with: (1) educational philosophy, administration, statistics, and cooperation; (2) adult, teacher, religious, artistic and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, ED 031 123, and FL 001 501. (RL)

**ED 034 459**

FL 001 543

Levi, Zofica

**Selected Bibliography of Yugoslav Educational Materials. Volume 5, Numbers 1-2, 1969.**

Yugoslav Inst. for Educational Research, Belgrade.

Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-69-51005-1; TT-69-51005-2

Note—94p.

**EDRS Price MF-S0.83 HC-S4.67 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Educational Finance, Educational History, Educational Problems, Educational Research, \*Educational Resources, \*Foreign Countries, Higher Education, \*Instructional Materials, Instructional Program Divisions, Instructional Staff, International Education, Legislation, Physical Education, Schools, Secondary Education, Teacher Education

Identifiers—\*Yugoslavia

Included in this two-volume English translation of an annotated bibliography are 160 items citing books and articles in Serbo-Croatian that contain information about Yugoslavian educational resources and school systems. Works cited refer to history, research, educational development, reform, staff training, and various levels of the Yugoslavian educational system. Curricula, audio-visual aids, self-education, physical education, problems in education, management and financing, and legislation

are also covered. For related documents see ED 025 184, ED 026 893, and ED 031 109. (RL)

**ED 034 461** FL 001 547

*Das Gupta, A. K., Ed. And Others*

**Indian Educational Material: October-December 1968, Volume 3, Number 2.**

Indian National Scientific Documentation Centre, Delhi.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-69-53002-2

Pub Date—Dec 68

Note—104p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—"Annotated Bibliographies, Curriculum, Education, Educational Methods, Educational Planning, Educational Practice, Educational Problems, Educational Programs, Educational Psychology, Foreign Countries, Higher Education, Instructional Materials, Instructional Program Divisions, Student Evaluation, Student Testing, Teacher Education, Teaching Methods, Vocational Schools, Women's Education

Identifiers—"India

This 185-item bibliography with English abstracts of books and articles of recent years on various aspects of Indian education includes a special section on women's education. Emphasis is placed on educational psychology, examination and evaluation (teacher and student), policy and planning, teaching methods, and special education. Less extensive sections deal with: (1) student related issues, (2) the "brain drain", (3) various levels of education in India, (4) vocational and technical schools, and (5) educational management. A list of the periodicals abstracted is included. For related documents see ED 016 168, ED 025 973, and FL 001 502. (RL)

**ED 034 462** FL 001 548

*Ba, U., Comp.*

**Education Abstracts: Burma. September-December 1968, January-April 1969.**

National Science Foundation, Washington, D.C. Office of Science Information Services.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-68-59401-3; TT-69-51051-1

Pub Date—[69]

Note—138p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—"Abstracts, Annotated Bibliographies, Burmese, Burmese Culture, Education, Educational Change, Educational History, Educational Objectives, English (Second Language), Foreign Countries, Higher Education, International Education, International Relations, Language Instruction, Literacy, Literacy Education, Primary Education, Secondary Education, Statistical Data, Teaching Methods

Identifiers—"Burma

Summaries of 24 Burmese newspaper articles, published from September through December 1968 and January through April 1969, offering information on educational seminars, educational statistics, primary and secondary education, and higher education, are reproduced in this two-volume bibliography with abstracts. Editorials and miscellaneous newspaper coverage include a broad variety of educational information, usually focusing on the new Burmese system of education. Reports on the training of junior assistant teachers and Burmese technical and vocational schools are treated in a special section. Appendices include material on a librarians' seminar, a 1968 general seminar, education in British Burma, and literacy campaign. The numbered bibliography entries provide the newspaper article title, newspaper source, dates of publication,

and article length. For related documents see ED 025 987 and ED 027 807. (RL)

**ED 034 471** FL 001 566

*McNamee, Lawrence Francis*

**A Bibliography Both in Manuscript Form and on Computer Tape of all English and American Literature Dissertations Accepted by American, British, and German Universities 1865-1968.**

East Texas State Univ., Commerce.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—4 Dec 68

Contract—OEG-7-8-000029-0060-(010)

Note—1912p.

**EDRS Price MF-\$5.51 Plus Postage. HC Not Available from EDRS.**

Descriptors—"American Literature, Authors, Bibliographies, Colleges, Coordinate Indexes, Divided Catalogs, Doctoral Theses, English Literature, Graduate Study, Language Research, Linguistics, Literary Criticism, Literary History, Linguistics, Subject Index Terms, Universities

Identifiers—Germany, Great Britain, United States of America

This is an integrated, classified listing of 18,321 Ph.D. dissertations prepared so that doctoral students in English or American literature could determine whether or not their potential dissertation topic had been treated in the United States, Britain, or Germany. Subject classification headings also include sections for some dissertations in language and linguistics, the teaching of English, and comparative literature. After a brief preface, pages 1-5 contain code numbers for the universities involved. Pages 6-38 give the codes for the subject classification. Pages 39-48 list English and American authors alphabetically, with their codes. Pages 49-1444 give the basic list of dissertations, arranged in 34 chapters. Pages 1445-1541 are a cross-index of English and American authors. Pages 1542-1908 are an alphabetic listing of dissertation authors. The computer tape from which the data for this listing were printed is permanently stored at the Modern Language Association, 62 Fifth Avenue, New York, N.Y. 10011. (KM)

**ED 034 979** AL 002 229

*Golanska, Bronislava, Ed. Dobrowski, Kazimierz, Ed.*

**Selected Bibliography of Polish Educational Materials. Vol. 8, No. 3, 1969.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-69-50-000-3

Pub Date—69

Note—47p.

Available from—Stechert-Hafner, Inc., 31 East 10th Street, New York, N.Y. 10003; FAM Book Service, 69 Fifth Avenue, Suite 8F, New York, N.Y. 10003

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—"Adult Education, Annotated Bibliographies, Education, Elementary Schools, Higher Education, High Schools, Instructional Materials, Laws, Legislation, Polish, Preschool Education, Social Sciences, Special Education, Teacher Education

The bulk of the Polish educational materials listed in this annotated bibliography was published between February 1 and April 30, 1969. The 90 entries are listed under the following categories: (1) History of Education; (2) Laws and Legislation; (3) General Information on Education; (4) Social and Educational Sciences; (5) The Teacher's Profession; (6) Schools and Institutions—Preschool, Primary, Secondary, Vocational, Higher, Adult, and Special; and (7) Miscellaneous. An index of authors and a listing of Polish publishing houses completes this volume. All titles appear in Polish and English; annotations appear in English only. (DO)

**ED 034 995** AL 002 249

*Elefant, William L., Ed.*

**Israel Education Abstracts: A Selected Bibliography of Current and Past Literature and Materials on the Philosophy, Policy and Practice of Education in Israel. Vol. 4, No. 2, 1969 Covering Period of April 1969–July 1969.**

Bar-Ilan Univ., Jerusalem (Israel). Dept. of Education. Israel Program for Scientific Translation, Jerusalem.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Inst. of International Studies.

Report No.—TT-69-53006-2

Pub Date—69

Note—85p.

Available from—Israel Program for Scientific Translations, Ltd., Jerusalem, Israel

**Document Not Available from EDRS.**

Descriptors—"Abstracts, Annotated Bibliographies, Audiovisual Instruction, Delinquency, Education, Educational Administration, Educational Philosophy, Educational Policy, Hebrew, Higher Education, History Instruction, Language Instruction, Mathematics Instruction, Reading Instruction, Religious Education, Secondary Education, Sex Education, Vocational Education

Identifiers—"Israel

Two sections comprise this selected bibliography on education in Israel. The first, "Current Items Section (April 1969–July 1969)," contains abstracts of documents dealing with new educational publications, foundations of education, the educational ladder, the teaching-learning process, educational frameworks, the administration of educational systems, the teaching of various subjects, and Diaspora Jewish education. The second section is a "Special Section on Modern Religious Education in Israel" and consists of an introduction and abstracts on historical highlights, issues and dilemmas—eternity and modernity, special problems, the teaching-learning process, and special frameworks. A publications and publishers index is included as well as an author index. A supplement contains a cross-reference table to related higher education abstracts. All titles appear in English and Hebrew; abstracts appear in English only. (DO)

**ED 035 337** FL 001 572

*Saad, Ismail, Comp.*

**Selected Bibliography of Educational Materials in Pakistan: July-September 1969, Volume 3, Number 3, 1969.**

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-69-51053-3

Pub Date—69

Note—67p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—"Annotated Bibliographies, Curriculum Development, Educational Improvement, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, Educational Problems, Educational Programs, Educational Psychology, Foreign Countries, Instructional Materials, Science Education, Sociology, Teacher Education, Teaching Methods, Womens Education

Identifiers—"Pakistan

This 123-item bibliography with English abstracts of recent books and articles on various aspects of Pakistan education includes a special section on new education policy. Emphasis is placed on elementary, secondary, and higher education, history of education, literature for children, science education, sociology, teacher training, and women's education. Less extensive sections deal with: (1) educational administration, organization, finance, curriculum, goals, planning, reforms, examinations, philosophy, psychology, and textbooks; (2) adult,

childhood, comparative, Islamic, physical, professional, religious, and technical education and (3) extra-curricular activities, libraries, social psychology, students' problems, teaching methods, and media. An author index is included. For related documents see ED 027 813, ED 031 115, and ED 032 820. (RL)

ED 035 358 FL 001 573

Jayasuriya, J. E., Comp.  
Ceylon Education Abstracts; January 1, 1963-December 31, 1965. Volume 1, Number 3, 1969.

Ceylon Univ., Peradeniya.  
Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-67-59101-3

Pub Date—69

Note—84p.

EDRS Price MF-0.83 HC-\$4.67 Plus Postage.

Descriptors—"Abstracts," "Annotated Bibliographies," Course Content, Cultural Differences, "Education, Educational Counseling, Educational History, Educational Planning, Educational Policy, "Educational Practice, Educational Problems, English, "Foreign Countries, International Education, Sinhalese, Tamil, Teacher Education, Teaching Methods

Identifiers—Ceylon

Included in this third issue of a series of bibliographies with abstracts are 115 items dealing with significant materials published in Ceylon on various aspects of education between January 1, 1963 and December 31, 1965. Titles in Tamil and Sinhalese are translated into English. Special attention is given to the subject of educational problems, planning, and policy, with listings covering: (1) education and the state, (2) equalization of educational opportunity, (3) language issues in education, and (4) university education. Along with entries pertaining to teacher education, the bibliography places considerable emphasis on items concerning the content of education and methods of teaching. Other subjects treated are: (1) educational commissions, committees, and theory; (2) child and youth psychology (guidance and counseling); (3) special, vocational, technical, and adult education; and (4) examinations and history of education. Also provided are a list of the periodicals and newspapers abstracted and an author index. For a companion document see ED 029 534. (AF)

ED 035 862 AL 002 265

Horecky, Paul L., Ed.  
Southeastern Europe: A Guide to Basic Publications.

American Council of Learned Societies, New York, N.Y.

Spans Agency—Office of Education (DHEW), Washington, D.C. Inst. of International Studies.  
Pub Date—69

Contract—OEC-1-6-062251-1875

Note—75p.

Available from—University of Chicago Press, 5750 Ellis Ave., Chicago, Illinois 60637

Document Not Available from EDRS.

Descriptors—"Annotated Bibliographies," Area Studies, Culture, Economics, Geography, History, Political Science, "Reference Materials

Identifiers—Albania, Bulgaria, Greece, Romania, "Southeastern Europe, Yugoslavia  
This annotated area guide presents a judicious evaluation of those writings which are particularly relevant to the contemporary political, socio-economic, and intellectual life of Southeastern Europe. It contains more than 3,000 bibliographic entries, together with additional citations for collateral reading. The entries include basic publications in

cations which offer a panoramic view of the area as a whole is presented in the opening part. Succeeding parts deal with Albania, Bulgaria, Greece, Romania, and Yugoslavia. Entries in each part are divided into sections on general reference aids and bibliographies, the land, the people, history, the state, the economy, the society, and intellectual and cultural life. The parts on Greece and Yugoslavia also contain a section on general and descriptive works. (DO)

ED 036 801 AL 002 324

Saad, Ismail, Ed.  
Selected Bibliography and Abstracts of Educational Materials in Pakistan. Vol. 3, No. 4, 1969.

Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-69-51053-4

Pub Date—69

Note—66p.

EDRS Price MF-0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, "Annotated Bibliographies," "Education, Educational Administration, Educational Objectives, Educational Philosophy, Educational Planning, Elementary Education, Higher Education, "Instructional Materials, Preschool Education, Professional Education, Psychology, Science Education, Secondary Education, Sociology, Teacher Education, Teaching Methods, Technical Education, Women Education

Identifiers—"Pakistan

The bulk of the Pakistani educational materials listed in this annotated bibliography was published between October and December, 1969. The 128 entries are arranged under 31 categories covering many aspects of education. (DO)

ED 036 904 EA 002 798

Das Gupta, A.K., Ed. And Others  
Indian Educational Material, Annotated Quarterly Bibliography. Volume 4, No. 1 (January-March 1969).

Indian National Scientific Documentation Centre, Delhi.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-69-53002-3

Pub Date—Mar 69

Note—107p.

EDRS Price MF-0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—"Abstracts, Academic Achievement, Adult Education," "Annotated Bibliographies, Curriculum, Discipline, "Educational Administration, Educational Planning, "Educational Psychology, Educational Sociology, Higher Education, "Science Education, Special Education, Teacher Education, Teaching Methods, Testing, Vocational Education

Identifiers—India

Abstracts of 159 journal articles, reports, and related items published in India from 1956 to 1969, are arranged under 36 headings, as follows: Academic achievement, administration and organization, adult education, basic education, courses of study (higher education), curriculum, education (general), educational psychology, educational research, educational sociology, examination and evaluation, guidance and counselling, health care, higher education, instructional material and aids, language problem, literacy, physical education, policy and planning, preschool education, primary education, reading, school building, single teacher school, special education, statistics, student indiscipline, student politics, student selection, teacher education, teacher organizations, teachers, teaching

lished items related to science education. [Not available in hard copy due to marginal legibility of original copy.] (JK)

ED 038 065 FL 001 681

Horecky, Paul L., Ed.  
East Central Europe: A Guide to Basic Publications.

American Council of Learned Societies, New York, N.Y.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—69

Contract—OEC-1-6-062251

Note—956p.

Available from—University of Chicago Press, 5750 Ellis Ave., Chicago, Illinois 60637 (\$25.00)

Document Not Available from EDRS.

Descriptors—"Annotated Bibliographies, Bibliographies, Cultural Background, Czech, "European History, History, Indexes (Locators), "Indo European Languages, Literature Reviews, Polish, Political Power, "Publications, Research, Research Reviews (Publications), "Slavic Languages, Social Values, Socioeconomic Status

Identifiers—Czechoslovakia, East Germany, Hungary, Lusatia, Poland

This comprehensive, annotated bibliography records 3,380 basic books, periodicals, and articles on the lands and peoples of Czechoslovakia, East Germany (including the Lusatians and Polabians), Hungary, and Poland. Coverage focuses on political, socioeconomic, intellectual life, and some scientific research activities. Entries are in languages indigenous to these countries with English translations of titles in Slavic languages and Hungarian. English-language publications are frequently cited. Coverage begins with the more recent period of statehood of the various countries and also considers background and general historical development. For each country, the material is structured into eight or nine topics which are then subdivided as suggested by the particularities of each country. The prefatory table of contents, detailed statements at the beginning of major chapters, overviews, and an extensive author-title-subject index are intended to guide the reader in his search. A general overview of the East Central European area includes: (1) history, (2) the nationality question, (3) the economy, (4) the Council for Economic Mutual Assistance, and (5) Slavic culture. The Cyrillic alphabet is transliterated following the Library of Congress style practice. A bibliographical listing of contributors is included. (Author/RL)

ED 038 074 FL 001 726

Azzou, Azzedine, Comp. And Others  
Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 4, Number 1, 1970.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-70-58034-1

Pub Date—70

Note—31p.

EDRS Price MF-0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, "Annotated Bibliographies, Educational Administration, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, "Educational Problems, "Educational Programs, "Foreign Countries, Instructional Aids, Instructional Materials, Instructional Program Divisions, "International Education, Statistical Studies, Teacher Education

paper articles, and periodical articles in English and French published predominantly in 1969 and 1970 on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with educational organization in primary, secondary, vocational, and higher education; and the structure of educational organization in North Africa. Less extensive sections deal with: (1) educational philosophy, administration, statistics, and cooperation; (2) adult, teacher, religious, artistic, and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, ED 031 123, ED 032 818, ED 034 455, and ED 038 074. [Not available in hard copy due to marginal legibility of original document.] (RL)

**041 281** AL 002 491  
 Gniński, Wiktor, Ed. *Wzrostek, Barbara, Ed.*  
**Selected Bibliography of Polish Educational Materials.** Vol. 9, No. 1.

Central Inst. for Scientific, Technical and Economic Information, Warsaw (Poland). Scientific Publications Foreign Cooperation Ctr.  
 Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.  
 Report No.—TT-70-55011-1  
 Date—70  
 Note—54p.

**RS Price MF-0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—\*Adult Education, \*Annotated Bibliographies, \*Education, Educational History, Elementary Schools, Higher Education, High Schools, \*Instructional Materials, Laws, Legislation, \*Polish, Preschool Education, Social Sciences, Special Education, Teachers, Vocational Education  
 Identifiers—\*Poland  
 The bulk of the Polish educational materials listed in this annotated bibliography were published between July 16 and October 31, 1969. The 100 entries are listed under the following headings: (1) Theory of Education; (2) Laws and Legislation; (3) General Information on Education; (4) Social and Educational Sciences; (5) The Teacher's Profession; (6) Schools and Institutions—Preschool, Primary, Secondary, Vocational, Higher, Adult, Special, and Miscellaneous. Entry titles are given in Polish and English; annotations appear in English only. Entries are indexed by author. (FWB)

**041 522** FL 001 879  
 Bouz, Azedine And Others  
**Selected Bibliography of Educational Materials.** Algeria, Libya, Morocco, Tunisia. Vol. 4, No. 2.  
 Tunisienne de Public Relations, Tunis (Tunisia).  
 Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.  
 Report No.—TT-70-58034-2  
 Date—70  
 Note—39p.

**RS Price MF-0.83 Plus Postage. HC Not available from EDRS.**  
 Descriptors—Adult Education, \*Annotated Bibliographies, Educational Administration, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practices, \*Educational Problems, \*Educational Programs, \*Foreign Countries, Instructional Aids, Instructional Materials, Instructional Program Divisions, \*International Education, Statistics, Teacher Education  
 This 100-item bibliography with abstracts of books, newspaper articles, and periodical articles in English and French published predominantly in 1970 on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with educational organization in primary, secondary, vocational, and higher

education; and the structure of educational organization in North Africa. Less extensive sections deal with: (1) educational philosophy, administration, statistics, and cooperation; (2) adult, teacher, religious, artistic, and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, ED 031 123, ED 032 818, ED 034 455, and ED 038 074. [Not available in hard copy due to marginal legibility of original document.] (RL)

**ED 041 683** RC 004 535  
 Joseph, A., Ed. And Others  
**Indian Educational Material: Annotated Quarterly Bibliography.** Vol. 4, No. 3.

Indian National Scientific Documentation Centre, Delhi.  
 Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.; National Science Foundation, Washington, D.C.  
 Pub Date—Sep 69  
 Note—107p.

**EDRS Price MF-0.83 HC-\$6.01 Plus Postage.**  
 Descriptors—\*Annotated Bibliographies, Educational Administration, Educational Planning, Educational Psychology, \*Educational Research, \*Foreign Countries, Periodicals, Research Reviews (Publications), Resource Materials, \*Rural Areas, Student Testing, \*Teacher Education  
 Identifiers—\*India  
 In this bibliography on education in India, 192 publications are cited and annotated. The majority of the publications are research studies reported in Indian journals from July through September of 1969. The largest categories are administration and organization, educational psychology, student examination and evaluation, and educational policy and planning. A special section on teacher education is included. (JH)

**ED 042 170** AL 002 532  
 Jayasuriya, J. E., Comp.  
**Ceylon Education Abstracts; Period Covered January 1, 1966–December 31, 1967.** Vol. 1, No. 4–1970.

National Science Foundation, Washington, D.C.  
 Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.  
 Report No.—TT-67-59101-4  
 Pub Date—70  
 Note—73p.

Available from—Inspection copy available at the ERIC Clearinghouse for Linguistics, 1717 Mass. Ave., Washington, D.C. 20036

**EDRS Price MF-0.83 Plus Postage. HC Not available from EDRS.**  
 Descriptors—Abstracts, Adult Education, \*Annotated Bibliographies, Counseling, Cultural Factors, \*Education, Educational Change, Educational History, Educational Legislation, Educational Objectives, English (Second Language), Guidance, Language Instruction, Periodicals, Psychology, \*Research Reviews (Publications), Sinhalese, Tamil, Teacher Education, Teaching Methods  
 Identifiers—\*Ceylon

"Ceylon Education Abstracts" attempts a coverage of the more significant materials published in Ceylon on various aspects of education. This is the fourth and concluding part of Volume 1. The four parts of Volume 1 have dealt with the materials published during the period January 1, 1957 to December 31, 1967. Where the title of an entry is not in English, it is in Sinhalese with an English translation. A few titles are in Tamil, and in such cases the words "in Tamil" appear at the end of the abstract. A list of the newspapers and the periodicals from which material has been selected, and an author index are given at the end. [Not available in

hardcopy due to marginal legibility of original document.] (Author/AMM)

**ED 042 238** EA 002 988  
 Webster, Maureen And Others  
**Educational Planning and Policy: An International Bibliography.** Working Draft, Parts I - VI.

Syracuse Univ. Research Corp., N.Y.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
 Pub Date—Jun 69  
 Contract—OEC-1-7-070996-4253  
 Note—661p.

**EDRS Price MF-\$2.00 HC-\$35.49 Plus Postage.**  
 Descriptors—\*Bibliographies, Educational Finance, \*Educational Planning, \*Educational Policy, Manpower Development, Productivity, Regional Planning, Technical Assistance  
 This 4,927-item bibliography constitutes part of a research project to provide a descriptive review of worldwide educational planning techniques and experiences, as well as an evaluation of the usefulness of such planning for integration in approaches to futures planning. In addition to supporting the research project, the bibliography provides a tool for scholars and practitioners to use in all educational planning and policy. Most sources are English, although some are French, Spanish, or German. The entries are divided into (1) education and national development, (2) comprehensive and partial planning, (3) financing educational plans, (4) influences on the targets of planning, (5) productivity and efficiency, and (6) bibliographies. Author, country and regional indexes are also included. (RA)

**ED 043 362** L1 002 156  
 Gillett, Theresa, Comp. McIntyre, Helen, Comp.  
**Catalog of Luso-Brazilian Material in The University of New Mexico Libraries.**  
 New Mexico Univ., Albuquerque.  
 Pub Date—70  
 Contract—OEC-4-7-068599-0336  
 Note—961p.

Available from—Scarce Press, Inc. 52 Liberty St., P.O. Box 656, Metuchen, N.J. 08840 (\$20.00)  
 Document Not Available from EDRS.  
 Descriptors—Bibliographies, \*Foreign Language Books, \*Library Collections, \*Library Materials, Portuguese, \*University Libraries  
 Identifiers—\*Luso Brazilian Materials, New Mexico

The University of New Mexico libraries contain one of the finest collections of Luso-Brazilian materials available in the United States. The more than 10,000 items in that collection, which is especially strong in history and literature and divided almost equally between Portuguese and Brazilian subjects, are listed for the benefit of students, researchers, and librarians. Included are publications issued in Portugal, Brazil, or the Portuguese dependencies; publications in the Portuguese language or translated from the Portuguese language regardless of place of publication; and publications about Portugal, Brazil or the Portuguese dependencies regardless of language or place of publication. Arrangement is by broad subject, with complete bibliographical information. An alphabetical author index is provided. (Author)

**ED 043 437** RC 004 731  
 Joseph, A., Ed. And Others  
**Indian Educational Material: Annotated Quarterly Bibliography.** Vol. 4, No. 4, December 1969.

Indian National Scientific Documentation Centre, Delhi.  
 Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.  
 Pub Date—Dec 69  
 Note—92p.

**EDRS Price MF-0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Achievement, Adult Education, \*Annotated Bibliographies, Curriculum, \*Educational Research, \*Foreign Countries, Guidance Counseling, History, \*Indians, Periodicals, Resource Materials, \*Rural Areas, Schools, Teacher Education, Teaching Methods, Vocational Education

Identifiers—\*India

In this 179-item annotated bibliography of periodical literature, the quarter from October through December of 1969 is covered. The document is arranged by accession numbers which are assigned to each citation. Entries are indexed under such headings as academic achievement, adult education, basic education, curriculum, and other areas related to education in India. In conclusion, a special section is provided on teacher education. [Not available in hard copy due to marginal legibility of original document.] (EL)

**ED 043 961** **EA 003 111**  
**Selected Bibliography of Yugoslav Educational Materials.** Vol. 6, No. 1, 1970.

Yugoslav Inst. for Educational Research, Belgrade.  
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-70-56018-1

Pub Date—70

Note—50p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**  
Descriptors—"Bibliographies," \*Education, \*Foreign Countries

This bibliography on the Yugoslavian educational system is divided into the following topics: history and development of education, education research, school reform, teacher training and teaching staff, schools and institutions, curricula and syllabi, audiovisual aids, polytechnical education, physical education, problems in education, hostels, management and finance, legislation, and education statistics. Related documents include ED 026 893, ED 034 459, ED 131 109, and ED 037 730. (LLR)

**ED 043 963** **EA 003 113**

Saad, Ismail, Ed.

**Selected Bibliography of Educational Materials in Pakistan.** Vol. 4 No. 2, 1970. April-June 1970.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-70-59002-2

Pub Date—70

Note—74p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—"Annotated Bibliographies, Educational Change, Educational Planning, \*Foreign Countries, Libraries, Professional Education, \*Professional Training, Teacher Education, Tests

Identifiers—Pakistan

This 124-item bibliography, with English abstracts of recent books and articles on various aspects of Pakistani education, includes a special section on professional training. Major sections are devoted to educational planning, educational reforms, libraries, and examinations. Twenty-five additional sections provide less extensive coverage of a broad range of topics, including curricular issues, literacy, administration, and educational health, philosophy, and sociology. An author index is included. Related documents are ED 031 115, ED 032 820, ED 035 337, ED 036 801, and EA 003 161. (RA)

**ED 043 967** **EA 003 117**

Azzouz, Azzidine, Comp. And Others

**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia.** Vol. 4 No. 3, 1970.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-70-58034-3

Pub Date—70

Note—48p.

**EDRS Price MF-0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Organization, Adult Education, Art Education, \*Bibliographies, Educational Philosophy, \*Literature Reviews, Mechanical Teaching Aids, \*Periodicals, Religious Education, Special Education, Teacher Education

Identifiers—Algeria, Libya, Morocco, Tunisia

This report, part of a series of educational bibliographies from the Maghreb countries (Algeria, Morocco, and Tunisia) and Libya, consists of excerpts from periodicals published in those countries. Each entry is marked to indicate the particular country. The articles are organized under 13 major subjects that include: the structure of educational organization in North Africa; adult education; teacher training; and religious, artistic, and special education. Related documents are ED 023 063, ED 026 892, ED 026 920, ED 029 527, ED 031 125, ED 034 455, ED 038 074, and ED 032 818. [Not available in hard copy due to marginal legibility of original document.] (JF)

**ED 044 349** **SO 000 373**  
**Off the African Shelf: An Annotated Bibliography on Society and Education.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date—70

Note—39p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—"African Culture, \*African History, \*Annotated Bibliographies, Black Studies, Comparative Education, \*Curriculum Guides, Instructional Materials, Interdisciplinary Approach, Multimedia Instruction, Non Western Civilization, Resource Guides, \*Teaching Guides

Identifiers—"Africa

Teachers and curriculum supervisors involved in planning and implementing an effective unit or course on African studies at various levels should find this annotated bibliography a useful resource. A large proportion of the 39 items, drawn from RIE and CUE focus on teaching guides and curriculum materials. Also represented are bibliographies, resource guides, and reports dealing with the institution of education in Africa, the purpose and general structure of African studies in the curriculum, and information about Africa. The teaching and curriculum materials emphasize a learner-centered, multidisciplinary approach, and together provide an in-depth coverage of contemporary African society and culture, its importance in international relations, and its historic development. (JLB)

**ED 045 545** **SO 000 487**

Apanasiewicz, Nellie Rosen, Seymour M.

**Eastern Europe Education: A Bibliography of English-Language Materials.**

Office of Education (DHEW), Washington, D.C.  
Report No.—Bull-1966-15; OE-14121

Pub Date—66

Note—41p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—"Annotated Bibliographies, \*Bibliographies, \*Comparative Education, Reference Materials

Identifiers—"Eastern Europe

The purpose of this 233-item bibliography on education in the Eastern European countries is to provide researchers, teachers, and advanced students with English language reference materials published since the late 1950's. Brief informative annotations are provided for most of the articles and monographs cited. Among the comprehensive range of subjects represented are: Arts, Communist Education, Education Goals, Graduate Studies, Ministries of Education, etc. American and foreign authors, whose articles are written in English or have been translated into English, are included. "Education in Czechoslovakia" (SO 000 488) is related. (JLB)

**ED 048 797** **FL 002 152**

Gonsalves, Julia, Comp. And Others

**Bibliography of Spanish Materials for Children: Kindergarten Through Grade Six.**

California State Dept. of Education, Sacramento.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—71

Note—48p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—"Annotated Bibliographies, Bilingual Education, \*Childrens Books, Childrens Games, Cultural Education, Dictionaries, Drama, \*Elementary Education, Elementary School Students, Fles Materials, \*Instructional Materials, Language Arts, Language Instruction, Language Learning Levels, Mathematics, Modern Languages, Music, Reading Instruction, Social Sciences, \*Spanish

This annotated bibliography of instructional materials, intended for students, teachers, and native speakers of Spanish, contains more than 400 items emphasizing both language and culture. The entries are arranged alphabetically in sections including: (1) books in series; (2) children's literature; (3) dictionaries and encyclopedias; (4) dramatization, rhymes, and poetry; (5) games, puzzles, and activities; (6) health and science; (7) mathematics; (8) music; (9) reading and language arts, and (10) social science. Bibliographic information includes the price of the publication, availability, and suggested readership. Appendixes contain a directory of publishers and distributors, and a book evaluation form. (RL)

**ED 049 138** **SO 000 962**

Elefant, William L., Ed.

**Israel Education Abstracts. A Selected Bibliography of Current and Past Literature and Materials on the Philosophy, Policy and Practice of Education in Israel.** Volume 5, Number 2.

Israel Program for Scientific Translation, Jerusalem.  
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—OE-115; TT-70-5000/2

Pub Date—70

Note—69p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Abstracts, \*Annotated Bibliographies, \*Comparative Education, Curriculum, \*Educational Administration, \*Educational Methods, Educational Philosophy, Educational Policy, Educational Practice, Educational Programs, \*Educational Sociology, Elementary Grades, Higher Education, Secondary Grades, Social Development, Socialization, Youth, Youth Clubs

Identifiers—Educational Systems, \*Israel

Materials received during the period April-July 1970 are included in this annotated bibliography of Hebrew and Arabic books and articles. All abstracts



are in English, and author and publisher indices are provided for each item. The Current Items Section contains material on Educational Reform, Foundations of Education, The Teaching-Learning Process, etc. Special sections, comprising almost half the bibliography, concern Curricula for the Intermediate Division (1967-1970), and Social Education in Israel. This latter topic seeks to give an account of two aspects of social education: a) children's and youth societies per se; and b) such societies as a training ground for adult society. This involves materials dealing with the kibbutz, boarding school, school system, and the youth movement in general. For earlier volumes, see ED 027 806, ED 032 810, ED 034 995, and ED 037 820. (JLB)

**ED 049 139** SO 000 963  
*Elefant, William L., Ed.*  
**Israel Education Abstracts. A Selected Bibliography of Current and Past Literature and Materials on the Philosophy, Policy, and Practice of Education in Israel.**

Israel Program for Scientific Translation, Jerusalem. Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.  
 Pub Date—Nov 70  
 Note—72p.; v5 n3  
**EDRS Price MF-08.33 HC-\$3.50 Plus Postage.**  
 Descriptors—\*Annotated Bibliographies, \*Comparative Education, Culturally Disadvantaged, Curriculum, \*Educational Administration, \*Educational Philosophy, Educational Policy, \*Educational Practice, Educational Research, Educational Sociology, Educational Trends, Elementary Education, Higher Education, Kindergarten, Secondary Education, Socioeconomic Influences, Teacher Education, Teaching Methods

Identifiers—\*Israel  
 This annotated bibliography is divided into several major sections. Included is a section on the philosophical, psychological, and sociological foundations of education in Israel. "The Educational Ladder" is a section containing information on kindergarten, elementary, intermediate, secondary, and higher education. "Teaching-Learning Process" contains items dealing with curriculum, measurement and evaluation, and teacher training. "Educational Frameworks" covers adult and Arab education, boarding schools, immigrant absorption, juvenile delinquents, kibbutzim, etc. Sections on administration and the teaching of specific subjects are also included. Nearly half of the bibliography is devoted to "Education for the Culturally Disadvantaged in the Israeli Setting (1953-1970)." Included in this special section is information on: 1) sociological, psychological, philosophical, and educational backgrounds, 2) elementary and secondary education, 3) researches, and, 4) bibliographies. Publishers, authors, and cumulative indexes are included. Related documents are: ED 032 806, ED 034 995, ED 037 820 and SO 000 962. (SLD)

**ED 049 995** SO 001 192  
*Cowan, Roger.*  
**Selected Bibliography of Yugoslav Educational Materials. Volume 6, Number 3.**

Yugoslav Inst. for Educational Research, Belgrade. Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.  
 Report No.—TT-70-56018-3  
 Pub Date—71  
 Note—48p.  
**EDRS Price MF-08.33 HC-\$2.06 Plus Postage.**  
 Descriptors—Annotated Bibliographies, \*Comparative Education, Curriculum, \*Educational Administration, \*Educational Development, \*Educational History, Educational Legislation, Educational Methods, \*Educational Practice,

Elementary Grades, Higher Education, Secondary Grades, Statistics, Teacher Education  
 Identifiers—Yugoslavia

This 117 item annotated bibliography of documents published in 1970 is divided into these sections: educational history and development; school reform; teacher training and staffing; schools and institutions; curricula and syllabi; audio-visual aids; motivation; polytechnical education; self-education; physical education; problems in education; management and financing; legislation and education in statistics. (VLW)

**ED 050 000** SO 001 213  
*Duignon, Peter. And Others.*  
**Africa South of the Sahara: A Bibliography for Undergraduate Libraries.**

National Council of Associations for International Studies, Pittsburgh, Pa. National Science Foundation Dept., Albany.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—OPUB-12  
 Pub Date—71  
 Note—127p.  
 Available from—Foreign Area Materials Center, 11 West 42nd Street, New York, New York (\$8.95)  
**EDRS Price MF-08.33 HC-\$7.35 Plus Postage.**  
 Descriptors—African Culture, African History, \*Area Studies, Bibliographies, Higher Education, \*Library Collections, Library Materials, \*Library Material Selection, \*Social Sciences, \*Undergraduate Study

Identifiers—\*Africa, ESEA Title 4  
 Library collections are generally ill equipped to effectively support foreign area students. This bibliography, one of a series on "neglected" foreign areas, attempts to provide guidelines for libraries in meeting these resources needs. Selection of entries was made according to the following guidelines: 1) few works in languages other than English; 2) emphasis on books published in the last 25 years, except for classic works; 3) few government documents; and, 4) an attempt to balance source books and secondary works, while covering all disciplines. Arrangement of entries is by broad geographic category, with subsections based on type of publication (bibliography, reference book, journal, general book) and subject area (history and archaeology, philosophy and religion, art and architecture, etc.). Each entry is graded as to its degree of necessity for undergraduate collections, from books that should be purchased whether or not any courses on the area are taught, to books necessary for an undergraduate area studies program. References to annotations and reviews are provided for each item. Out-of-print, reprinted, and microform titles are so indicated. Prices have been omitted, as they are subject to change. (JLB)

**ED 051 710** FL 002 303  
**Selected Bibliography of Yugoslav Educational Materials. Volume 5, Number 4, 1969.**

Yugoslav Inst. for Educational Research, Belgrade. Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.  
 Report No.—TT-69-51005-4  
 Pub Date—69  
 Note—56p.  
**EDRS Price MF-08.33 HC-\$3.50 Plus Postage.**  
 Descriptors—Adult Education, \*Annotated Bibliographies, Educational Finance, Educational History, Educational Problems, Educational Research, \*Educational Resources, \*Foreign Countries, Higher Education, \*Instructional Materials, Instructional Program Divisions, Instructional Staff, International Education, Legislation, Physical Education, Schools, Secondary Education, Teacher Education  
 Identifiers—\*Yugoslavia

Included in this English translation of an annotated bibliography are 113 items citing books and articles in Serbo-Croatian that contain information about Yugoslavian educational resources and school systems. Works cited refer to history, research, educational development, reform, staff training, and various levels of the Yugoslavian educational system. Curricula, audio-visual aids, physical education, problems in education, management and financing, legislation, and educational statistics are also covered. The publications cited appeared in 1969. (RL)

**ED 052 097** SO 001 425  
*Dean, Frances F.*  
**International Education Series. A Selected, Annotated Bibliography of Inter-American Teaching Aids for Art, English Language Arts, Music, Social Studies, and Spanish.**

Bryan Independent School District, Tex. Texas A and M Univ., College Station.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—Monogr-2  
 Pub Date—67  
 Note—312p.  
**EDRS Price MF-01.00 HC-\$16.73 Plus Postage.**  
 Descriptors—Annotated Bibliographies, \*Area Studies, Art, \*Audiovisual Aids, \*Cross Cultural Studies, Cultural Awareness, Humanities, \*Instructional Materials, Intercultural Programs, International Education, Language Arts, \*Latin American Culture, Music, Resource Guides, Secondary Grades, Social Studies, Spanish, Spanish American Literature

Identifiers—\*Latin America, Texas  
 This bibliography was compiled by the Programa de Educacion Interamericana for teachers who need ready sources of good information useable in the classroom, and suitable for a given grade level. The major division of entries is by country in Central and South America, with sections for Canada and the United States. Within each section, entries are arranged according to subject matter: art and the crafts, English language arts, music, the social studies, and Spanish. These teaching areas are further subdivided as follows: 1) publications, with separate listings for books, periodicals, leaflets, pamphlets, fact sheets, and special issues; 2) visual aids, including films and filmstrips or slides; and, 3) listening aids, with records and tapes. Complete bibliographic citations and the suggested grade level are listed for each entry. An appendix contains: publishers, and addresses, producers and rental sources of films, and a short list of free materials. Selected readings are included in SO 001 426; SO 001 424 describes the Programa, and lists the other resources in the series. (Author/VLW)

**ED 053 020** SO 001 544  
**Selected Bibliography of Polish Educational Materials. Volume 9, Number 4.**

Central Inst. for Scientific, Technical and Economic Information, Warsaw (Poland). Scientific Publications Foreign Cooperation Center.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—TT-70-55011-4  
 Pub Date—71  
 Note—100p.  
**EDRS Price MF-08.33 HC-\$4.50 Plus Postage.**  
 Descriptors—\*Annotated Bibliographies, \*Comparative Education, Educational History, Educational Legislation, Educational Needs, \*Educational Practice, Educational Problems, Educational Programs, Elementary Education, Higher Education, Secondary Education, Teacher Education, Vocational Education  
 Identifiers—Eastern Europe, \*Poland  
 Lengthy abstracts in English are provided for each of the items listed in this bibliography of documents

on Polish education. Contents are organized as follows: 1) History of Education; 2) Laws and Legislation; 3) General Information on Education; 4) Social and Educational Sciences; 5) The Teacher's Profession; 6) School and Institutions, by type or level; and, 7) Miscellaneous topics. Most of the materials cited were published between June and October 1970; earlier references are cited in Volume 9, Number 3 of this publication, ED 046 823. (AWW)

**ED 053 022** SO 001 547

*Apanasewich, Nellie. Rosen, Seymour M.*  
**Soviet Education: A Bibliography of English-Language Materials.**

Office of Education (DHEW), Washington, D.C.  
Report No.—BULL-1964-29; OE-14101  
Pub Date—64

Note—48p.; Studies in Comparative Education Series DESC\* Comparative Education; Annotated Bibliographies; Elementary Education; Higher Education; Reference Materials; Secondary Education

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Identifiers—\*Soviet Union

The purpose of this annotated bibliography is to provide researchers, analysts, teachers, and advanced students, interested in various aspects of Soviet education, with a body of reference materials covering the large number of relevant articles and monographs which have been published since the late 1950's. The bibliography includes 281 titles with a 36-title supplement, arranged alphabetically by authors within 78 subject categories; where necessary, cross-referencing is used. Although American authors are the primary sources, items by foreign authors, whose articles are written in English or have been translated into English, are also included. A number of the English translations of articles and monographs by Soviet authors are the work of the Joint Publications Research Service, Office of Technical Services, U. S. Department of Commerce. A wide range of views is expressed in the annotated items, and their inclusion does not constitute endorsement by the Office of Education of any point of view. The Soviet articles provide the researcher and serious scholar certain information not found in the other sources, as well as insight into the Soviet concept of the educational system. (Author/DJB)

**ED 053 035** SO 001 621

*Gordon, Sue*  
**Buyer's Guide to Indian Periodicals and Books for American Schools and Colleges.**

Educational Resources Center, New Delhi (India).  
Spons Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.  
Pub Date—69

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Area Studies, \*Cross Cultural Studies, Humanities, Newspapers, \*Non Western Civilization, \*Periodicals, Resource Guides, Social Studies

Identifiers—Asia, India

This resource guide was published to assist those who are trying to increase their knowledge and understanding of the subcontinent of India. It is divided into three parts: 1) an annotated list of selected periodicals including both western and Indian journals and Indian newspapers in a variety of fields: Asian studies, economic and social history, politics and international affairs, literature and the arts, and popular fiction, non-fiction, and general interest magazines; 2) a listing of some American sources of Indian books; and, 3) a list of book exporters in India. SO 001 619 through SO 001 623 are related documents. (Author/SBE)

**ED 053 037** SO 001 623

*Johnson, Donald Johnson, Jean*

**India Through Literature: An Annotated Bibliography for Teaching India. Part I: India through the Ancient Classics.**

Educational Resources Center, New Delhi (India).  
Spons Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.  
Pub Date—68

Note—25p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Area Studies, \*Asian History, Concept Teaching, \*Cross Cultural Studies, Humanities, Interdisciplinary Approach, Literature Guides, \*Literature Programs, \*Non Western Civilization, Secondary Grades, Social Studies, World History

Identifiers—Asia, India

The past and the present interweave in contemporary India. To understand India, one must know of the traditional stories. Two short pocket books make them accessible and acceptable to students: 1) The Dance of Shiva and Other Tales from India by Oron Ghosh, published by the New American Library in New York; and, 2) Gods, Demons, and Others by R. K. Narayan, published by the Viking Press in New York. In the first book, the stories are compiled in short, summary fashion. The second book is for secondary school students, and introduces them to the two great Hindu epic poems, the Ramayana and the Mahabharata. It is suggested that these epics be studied with special attention to the Bhagavad Gita, a book in the Mahabharata. Both poems provide the subject matter for understanding the culture, basic values, and attitudes of Hinduism; the Mahabharata is the repository of India's national tradition, a great encyclopedia of ethics and religion, and or political and moral duties. Students should also learn the story of Krishna and his early life with the Gopis. If possible, they should also dip into the Panchatantra: five books written for the instruction of three princes in the right code of life, using animal stories as the vehicle. SO 001 619 through SO 001 623 and SO 001 810 are related documents. (Author)

**ED 053 057** SO 001 810

*Johnson, Donald Johnson, Jean*

**India Through Literature: An Annotated Bibliography for Teaching India. Part II: India through Contemporary Fiction.**

Educational Resources Center, New Delhi (India).  
Spons Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.  
Pub Date—68

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Area Studies, \*Cross Cultural Studies, \*Fiction, Humanities, Interdisciplinary Approach, \*Non Western Civilization, Novels, Resource Guides, Secondary Grades, Short Stories, Social Studies, Supplementary Reading Materials

Identifiers—Asia, India

The purpose of this bibliography is to suggest interesting and educational Indian novels and short stories which are appropriate for American secondary school student use. The best books written by Indians in their own languages and translated for the English speaking reader are included along with many written in English. There are two lists: 1) those books most appropriate for average high school students, and for the basic library collection; and, 2) a supplementary list with several for the superior student. The most useful way to use any of these works is as outside reading with students reading different books, or several students reading selected chapters of the larger volumes. The works in both lists are rearranged and described in chrono-

logical order for studying the historical aspects of the Indian experience from the Mutiny of 1857 to the present; then, in topic order, covering various aspects of Indian life: village life, the role of women, marriage, water, social change, and caste. In all, approximately twenty seven novels and nine short stories are described. SO 001 619 through SO 001 623 are related documents. (SBE)

**ED 053 593** FL 002 368

*Doherty, Ellen M. Male, George A.*

**Education in Spain: Educational Data.**

Office of Education (DHEW), Washington, D.C.  
Report No.—OE-14034-79

Pub Date—66

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, Curriculum Planning, Educational Administration, Educational Change, Educational Development, Educational Finance, \*Educational Improvement, \*Educational Philosophy, Educational Planning, Educational Resources, \*Educational Trends, Elementary Schools, Instructional Program Divisions, \*International Education, Secondary Schools, \*Spanish, Teacher Education, Universities

Identifiers—\*Spain

This review of recent trends in Spanish education focuses on governmental attempts to update educational standards by extending the compulsory school-attendance age, by eradicating adult illiteracy, and by constructing new schools. The report points out that the expansion of Spanish economic programs has shifted educational objectives to emphasize vocational training and the development of vocational schools at all levels. Major chapters, illustrated by tables, include: (1) new trends in education, (2) administration of education, (3) financial aspects of education, (4) elementary education, (5) secondary education, (6) higher education, (7) teacher education, (8) adult education programs, (9) programs for American students in Spain, (10) a glossary of Spanish terms used in the text, and (11) selected references. (RL)

**ED 054 022** SO 001 543

*Brabham, Randolph L.*

**Education in the Rumanian People's Republic.**

Office of Education (DHEW), Washington, D.C.  
Report No.—OE-14087-Bull-1964-1

Pub Date—63

Note—240p.

**EDRS Price MF-\$0.83 HC-\$1.71 Plus Postage.**

Descriptors—\*Area Studies, Communism, \*Comparative Education, Educational Administration, Educational Change, \*Educational Development, Educational Legislation, Educational Objectives, Educational Practice, General Education, Higher Education, Organizations (Groups), Political Socialization, Preschool Education, \*School Systems, Teacher Education, Technical Education, Vocational Education

Identifiers—Educational Systems, \*Rumanian Peoples Republic

This bulletin is the Office of Education's first one on education in Rumania, and the subject is presented in its historical and current political, economic, social, and cultural setting, from a non-communist perspective. Nine chapters present the country's background, a history of its educational system from 1832, and detailed descriptions of: preprimary education, general education, vocational and technical education, higher education, teacher training, and organizations for children, youth, and adults. A final chapter presents the author's conclusions and evaluations. Appendices cover general education textbooks and a glossary of Rumanian terms used in the bulletin. Both the text and appendices are illustrated with charts and statistical tables. (Author/DJB)

ED 054 023 SO 001 545

Adams, Don  
Higher Educational Reforms in the Republic of Korea.

Office of Education (DHEW), Washington, D.C.  
Report No.—DE-14119-BULL-1964-27

Pub Date—65

Contract—OEC-05-64-58

Note—71p; Studies in Comparative Education Series

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Organization, \*Comparative Education, \*Educational Administration, \*Educational Change, \*Educational Development, Educational Finance, Educational Programs, Enrollment Trends, \*Higher Education, Manpower Needs, National Surveys, Teacher Education, Technical Education, Vocational Education

Identifiers—\*Republic of Korea

This study focuses on the changes of organizational structure and instructional programs in the field of higher education in Korea since the fall of the Rhee government in the spring of 1960. Other periods of higher educational development are: Japanese occupation; U. S. Military Government from 1945-1948; and the Rhee government, from Korean independence to 1960. A final section provides a comparative view of Korean higher education. For example, the ratio of higher education enrollment to estimates of the population aged 20 to 24 is 5.7 in Korea, a higher ratio than such European countries as Spain, Italy, Poland, and Norway. A 24 page appendix provides selected data on institutions of higher education in Korea for 1963. (Author/DJB)

ED 054 024 SO 001 548

Gill, Clark C.  
Education in a Changing Mexico.

Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-14139

Pub Date—69

Contract—OEC-5-99-131; OEC-3104-99-8

Note—134p; Studies in Comparative Education Series

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Area Studies, \*Comparative Education, \*Developing Nations, Educational Administration, Educational History, Educational Needs, Educational Objectives, \*Educational Trends, General Education, International Programs, Literacy Education, National Programs, National Surveys, \*School Systems, Statistical Data, Teachers, Technical Education

Identifiers—Educational System, \*Mexico

This report is divided into 11 chapters which describe the various elements of education in Mexico; additional chapters present the physical and social setting and a summary of the authors' conclusions. Tables, primarily 164 figures, and references illustrate and append the text. Highlighted in the discussions are: 1) the closely linked educational, social, and economic goals of the Mexican Revolution, and the shared goals directed toward historically disadvantaged groups through agricultural, Indian, and technical education, cultural missions, and rural schools; 2) the proportion of the federal budget for education in 1966 was 25%, as compared to only 5% in 1921; 3) The Eleven-Year Plan, adopted in 1959 and aimed at satisfying the need for elementary education, is moving ahead of schedule; 4) the Federal Government adopted new curricula for elementary, secondary, and normal schools in 1959 with over 100 million free textbooks and workbooks distributed by 1964; and, 5) 21,815 new classrooms

quarters. (Author/DJB)

ED 054 535 EA 003 665

Lonergan, Bobbie D.

Education Directory: Education Associations 1969-1970.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-10001-70

Pub Date—Jan 70

Note—112p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.210:10001-70, \$1.25)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Colleges, \*Directories, \*Education, \*Honor Societies, Institutions, International Organizations, \*Organizations (Groups), Professional Associations, Religious Education

Based on replies to a questionnaire sent by the Office of Education to education associations and organizations, this directory is organized by (1) national and regional education associations; (2) college professional fraternities, honor societies, and recognition societies (national); (3) State education associations; (4) foundations; (5) religious education associations; and (6) international education associations. A subject heading index is also provided. (Author/MLF)

ED 055 959 SO 002 065

Selected Bibliography of Yugoslav Educational Materials, Volume 7, Number 1.

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-71-56005-01

Pub Date—71

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, \*Comparative Education, Educational Administration, Educational Development, Educational Legislation, Educational History, Educational Practice, Educational Problems, Educational Research, Educational Resources, Elementary Education, \*Foreign Countries, Higher Education, Secondary Education, Teacher Education

Identifiers—\*Yugoslavia

English translations of annotations of 97 Serbo-Croatian documents are presented in this issue. Annotations are grouped under the following topics: history of education, educational research, development of education, school reform, teacher training and teaching staff, schools and institutions, curricula and syllabi, audio-visual aids, motivation, problems in education, management and financing, and legislation. Other issues in ERIC are: ED 043 961, ED 049 995, and ED 051 710. (DJB)

ED 056 266 AC 012 004

The Year Book of Adult Education, 1971-72. A Directory of Organisations.

National Inst. of Adult Education, London (England).

Pub Date—71

Note—94p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Abstracts, \*Adult Education Programs, Directories, International Organizations, Legislation, \*National Organizations, Professional Associations, \*Public Schools, \*Universities, \*Yearbooks

Identifiers—Africa, Asia, Australia, England, Europe, New Zealand, North America, Scotland, South America, Wales

This year book of the National Institute of Adult

cases, provides a brief description of the programs. Following a discussion of the purposes of the National Institute of Adult Education (NIAE), the following member organizations, their addresses, and programs are given: Department of Education and Science; Education in HM Forces; Prison Department; Home Office; Local education authorities; Universities; The Open University; Workers' Educational Association; Educational Centres Association; Residential education; and other organizations in membership of NIAE; Professional associations; Industrial training boards; Broadcasting and television; Educational journals; and other relevant organizations. Following this listing, abstracts are given of English legislation and regulations that are related to adult education. Adult education in Scotland is then discussed briefly, and a directory is given of relevant organizations. Organizations throughout the world with which NIAE has some measure of contact are given as to names, addresses. An index to the directory is provided. (DB)

ED 056 453 EC 040 598

Dybwad, Rosemary F. Ed.  
International Directory of Mental Retardation Resources.

President's Committee on Mental Retardation, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date—71

Note—317p.

EDRS Price MF-\$1.00 HC-\$16.73 Plus Postage.

Descriptors—\*Agencies, \*Directories, \*Foreign Countries, Government Role, \*International Organizations, International Programs, \*Mentally Handicapped, Mental Retardation, National Organizations, Research and Development Centers, Services

The directory lists and describes governmental and voluntary agencies, research, and other resources in the field of mental retardation in foreign countries. The first section, on international organizations, gives names, addresses, names of directors, and one or more paragraphs of description for the United Nations and its specialized agencies, intergovernmental agencies, international non-governmental organizations, international coordinating agencies, and regional non-governmental organizations. The second section, which constitutes the major portion of the directory, contains individual country reports for 60 countries. Each country's section contains a general description of the country and its provisions for education and services, listings of governmental agencies with definite mental retardation responsibilities, voluntary organizations, research institutes and programs, serial and other publications, and brief descriptive notes on program areas (case finding, diagnosis and assessment, consultation to parents, education, work training and employment, medical care, residential care, financial assistance, recreation, research, personnel training, planning), and other information for visitors interested in mental retardation. (KW)

ED 056 937 SO 002 018

Morehouse, Ward  
Compilation of Bibliographies on Southeast Asia and the Middle East and North Africa for Undergraduate Libraries. Final Report.

New York State Education Dept., Albany.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Jun 71

Contract—OEC-0-9-050931-1361(014)

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*African Culture, \*African History,

Non Western Civilization, Projects, Social Studies, World Affairs

**Identifiers**—Middle East, North Africa, Southeast Asia

The bibliography project aimed at providing undergraduate libraries with additional and more recent resources by listing in separate bibliographies of 750 entries on Southeast Asia and 1200 entries on the Middle East and North Africa, each arranged by country and subject with an author index. The two computerized bibliographies, Southeast Asia: A Bibliography for Undergraduate Libraries and Middle East and North Africa: A Bibliography for Undergraduate Libraries, designed to serve as book selection tools for librarians, were graded and edited while in a pre-bibliography state by scholars and librarians who evaluated books for their degree of importance to undergraduate libraries: books that should be included in all undergraduate libraries, those that a library should have if the college offers a course in either of these areas, and books that a library would need to support undergraduate area studies. The graded draft was then produced and circulated to a panel of college librarians and other consultants for revision. This is a new approach consisting of the following features: information on the availability of each title; computer production; grading as to significance; and keying to critical reviews. A related document is ED 050 000. (SJM)

**ED 058 144** SO 002 339  
Cowan, Roger, Ed.

**Selected Bibliography of Yugoslav Educational Materials, Volume 7, Number 2.**

Yugoslav Inst. for Educational Research, Belgrade, Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

**Report No.**—TT-71-56005-02  
**Pub Date**—71

**Note**—50p.

Available from—National Technical Information Service, Springfield, Virginia 22151

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Educational Administration, \*Educational Development, Educational History, Educational Legislation, Elementary Education, Exceptional Child Education, \*Foreign Countries, \*School Systems, Secondary Education, Teacher Education, Vocational Education

**Identifiers**—Yugoslavia

Included in this English translation are 197 entries citing Serbo-Croatian publications from 1970 through 1971 that deal with the educational resources, problems, and developments within the school systems of Yugoslavia. Only the annotations which average over 100 words each, and the titles are translated. The entries are grouped by instructional level terms and topics such as school reform, curricula, and legislation. Cited publications include books, monographs, and periodicals. Other numbers in volumes 5 and 6 are: ED 043 961; ED 049 995; ED 051 710; and ED 055 959. (DJB)

**ED 059 127** SO 002 337

Elefant, William L., Ed.

**Israel Education Abstracts. A Selected Bibliography of Current and Past Literature and Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 6, Number 1.**

Israel Program for Scientific Translation, Jerusalem, Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

**Report No.**—TT71-50006-1

**Pub Date**—71

**Note**—53p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Abstracts, \*Annotated Bibliographies, Child Care Centers, \*Comparative Education, \*Educational Administration, \*Educational Methods, Educational Philosophy, Educational Policy, Educational Practice, Educational Programs, \*Educational Sociology, Elementary Education, Foreign Countries, Higher Education, Secondary Education, Social Development, Socialization, Youth

**Identifiers**—Educational Systems, \*Israel, Kibbutz  
Hebrew and Arabic books and articles selected during the period of December 1970 to March 1971 are part of a collection of volumes comprising annotated bibliographies that include author and publishers indices for each abstract written in English. The volume is divided into two parts: 1) includes items on Foundations of Education, The Educational Ladder, Teaching-Learning Process, Educational Frameworks, Administration of the Educational System, Teaching of Various Subjects, and Jewish Education in the Diaspora; and, 2) is a section on abstracts of articles on a particular Kibbutz assembled in a book translated into English, "Ways in Collective Education." The abstracts cover most of the twenty-three articles by Adah Yaguri, a former educationalist in the kibbutz, and sixteen articles by different authors which appear in the book. The above material focuses upon problems special to the kibbutz as a whole. For other volumes see: ED 027 806; ED 032 995, ED 037 820, ED 049 138, ED 049 139, and SO 002 338. (SJM)

**ED 059 128** SO 002 338

Elefant, William L., Ed.

**Israel Education Abstracts. A Selected Bibliography of Current and Past Literature and Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 6, Number 2.**

Israel Program for Scientific Translation, Jerusalem, Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

**Report No.**—TT71-50006-2

**Pub Date**—71

**Note**—52p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Abstracts, \*Annotated Bibliographies, \*Comparative Education, Curriculum, \*Educational Administration, \*Educational Methods, Educational Philosophy, Educational Policy, Educational Practice, Educational Programs, Elementary Education, Foreign Countries, Higher Education, School Statistics, Secondary Education, Teacher Education, Teaching Methods

**Identifiers**—Educational Systems, Israel, Kibbutz

This volume of materials on Hebrew and Arabic books and articles selected during the period of April through July 1971 is part of a collection of volumes comprising annotated bibliographies written in English including author and publishers indices for each abstract. The volume is divided into several sections: 1) Statistics, 2) The Educational Data-Media Age, 3) Foundations of Education, 4) The Educational Ladder, 5) Teaching-Learning Process, 6) Educational Frameworks, 7) Administration of the Educational System, 8) The Teaching of Various Subjects, and 9) Jewish Education in the Diaspora. For other volumes see: ED 027 806, ED 032 810, ED 034 995, ED 037 820, ED 049 138, ED 049 139 and SO 002 337. (SJM)

**ED 060 661** EM 009 723

Morgan, Robert P., Singh, Jai P.

**A Guide to the Literature on Application of Communications Satellites to Educational Development.**

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

**Pub Date**—Apr 72

**Contract**—OEC-1-7-070-873-4581

**Note**—23p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Annotated Bibliographies, \*Communication Satellites, \*Educational Change, Educational Development, Educational Technology, International Programs, Literature Reviews

Because of the ability of communications satellites to distribute electronic information (radio, television, digital computer data) over wide areas with potentially attractive costs, considerable interest has been shown in using satellite technology to enhance educational programs, both in the United States and in other countries. In view of these developments, this literature guide provides an introduction to satellite technology; to nontechnical aspects of satellites, including economic, organizational, social, political, and legal factors; and to educational and developmental uses of satellites, including experiments and systems planned or proposed. Also included is a basic reference shelf, providing the reader with a broad overview and a good starting point for a more detailed literature investigation, and a guide to organizations with interest in educational satellite utilization. A bibliography which lists other relevant entries concludes the paper. (Author/SH)

**ED 060 716** FL 002 968

**Materials Acquisition Project: Volume 1, Number 1.**

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
**Pub Date**—Feb 71

**Note**—15p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Annotated Bibliographies, \*Bilingual Education, Childrens Books, Foreign Language Books, \*Instructional Materials, Instructional Program Divisions, \*Language Instruction, Modern Languages, Portuguese, Resource Materials, Romance Languages, \*Spanish, Textbooks

The first in a series of publications developed by the Materials Acquisition Project, this booklet contains annotations of potentially useful educational materials from prekindergarten through grade 12 that have been acquired from Spanish- and Portuguese-speaking countries. Annotated listings include reference to source, availability, cost, and age-level. Categories include: (1) picture books, (2) fiction, (3) general works, (4) philosophy, (5) social science, (6) language arts, (7) pure science, (8) technology, (9) the arts, (10) literature, and (11) history. For related documents, see FL 002 969-FL 002 977. (RL)

**ED 060 717** FL 002 969

**Materials Acquisition Project: Volume 1, Number 2.**

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
**Pub Date**—Mar 71

**Note**—16p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Annotated Bibliographies, \*Bilingual Education, Elementary Schools, Flies, History, \*Instructional Materials, Instructional Program Divisions, Language Arts, Language Instruction, Natural Sciences, Resource Guides, \*Resource Materials, Sciences, Secondary Schools, Social Sciences, \*Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each

entry. Subject categories include general works, social sciences, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968 and FL 002 970-FL 002 977. (RL)

**ED 060 718** FL 002 970  
**Materials Acquisition Project: Volume 1, Number 3.**

San Diego City Schools, Calif.  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—Apr 71  
Note—1lp.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors: \*Annotated Bibliographies, \*Bilingual Education, Elementary Schools, Flies, History, \*Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, \*Resource Materials, Sciences, Secondary Schools, Social Sciences, \*Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968, FL 002 969, and FL 002 971-FL 002 977. (RL)

**ED 060 719** FL 002 971  
**Materials Acquisition Project: Volume 1, Number 4.**

San Diego City Schools, Calif.  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—May 71  
Note—20p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors: \*Annotated Bibliographies, \*Bilingual Education, Elementary Schools, Flies, History, \*Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, \*Resource Materials, Sciences, Secondary Schools, Social Sciences, \*Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish and Puerto Rican instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been trans-

lated into Spanish. For the companion documents, see FL 002 968-FL 002 970 and FL 002 972-FL 002 977. (RL)

**ED 060 720** FL 002 972  
**Materials Acquisition Project: Volume 1, Number 5.**

San Diego City Schools, Calif.  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—Jun 71  
Note—19p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors: \*Annotated Bibliographies, \*Bilingual Education, Elementary Schools, Flies, History, \*Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, \*Resource Materials, Sciences, Secondary Schools, Social Sciences, \*Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 971 and FL 002 973-FL 002 977. (RL)

**ED 060 721** FL 002 973  
**Materials Acquisition Project: Volume 2, Number 1.**

San Diego City Schools, Calif.  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—Jul 71  
Note—20p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors: \*Annotated Bibliographies, \*Bilingual Education, Elementary Schools, Flies, History, \*Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, \*Resource Materials, Sciences, Secondary Schools, Social Sciences, \*Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 972 and FL 002 974-FL 002 977. (RL)

**ED 060 722** FL 002 974  
**Materials Acquisition Project: Volume 2, Number 2.**

San Diego City Schools, Calif.  
Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 71  
Note—16p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors: \*Annotated Bibliographies, \*Bilingual Education, Elementary Schools, Flies, History, \*Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, \*Resource Materials, Sciences, Secondary Schools, Social Sciences, \*Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 973 and FL 002 975-FL 002 977. (RL)

**ED 060 723** FL 002 975  
**Materials Acquisition Project: Volume 2, Number 3.**

San Diego City Schools, Calif.  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—Oct 71  
Note—20p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors: \*Annotated Bibliographies, \*Bilingual Education, Elementary Schools, Flies, History, Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, \*Portuguese, Resource Guides, \*Resource Materials, Sciences, Secondary Schools, Social Sciences, \*Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish and Portuguese instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 974, FL 002 976, and FL 002 977. (RL)

**ED 060 724** FL 002 976  
**Materials Acquisition Project: Volume 2, Number 4.**

San Diego City Schools, Calif.  
Spans Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date—Nov 71  
Note—20p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors: \*Annotated Bibliographies, \*Bilingual Education, Elementary Schools, Flies, History, Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, \*Portuguese, Resource Guides, \*Resource Materials, Sciences, Secondary Schools, Social Sciences, \*Spanish, Textbooks

Bibliographic data, physical characteristics, con-

tents, prices, and ordering instructions for Spanish and Portuguese instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 975 and FL 002 977. (RL)

**ED 060 725** FL 002 977  
**Materials Acquisition Project: Volume 2, Number 5.**

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 71

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Bilingual Education, Elementary Schools, Files, History, \*Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, Resource Guides, \*Resource Materials, Sciences, Secondary Schools, Social Sciences, \*Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisition Project are provided for each entry. Subject categories include social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade-level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many familiar works included in the compilation have been translated from foreign languages into Spanish. For the companion documents, see FL 002 968-FL 002 976. (RL)

**ED 064 226** SO 003 313  
*Jacob, Louis A., Ed. And Others*

**Southeast Asia: A Bibliography for Undergraduate Libraries. Occasional Publication Number Eleven.**

New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—70

Note—119p.

Available from—Bro-Dart Publishing Company, 1609 Memorial Avenue, Williamsport, Pennsylvania 17701 (\$8.95)

Document Not Available from EDRS.

Descriptors—\*Area Studies, Bibliographies, Foreign Countries, Higher Education, \*Library Collections, Library Materials, \*Library Material Selection, Non Western Civilization, \*Social Sciences, \*Undergraduate Study

Identifiers—\*South Asia

This bibliography, one of a series, represents an effort to develop a graded subject list of over 1500 titles relevant to the study of South Asia (the majority of which have been published in the last twenty years) which are appropriate for undergraduate libraries. Its emphasis is upon social studies and the humanities. Selections were made from lists of titles submitted by area specialists. It is in-

tended as a book selection guide for college libraries not likely to have expertise in selecting available to not. Arrangement of entries is in sections by country—Afghanistan, Pakistan, Ceylon, Nepal, and India—preceded by a general section on South Asia, each section comprised of subsections based on type of publications and subject areas. Items are ranked according to those in Western languages which are in print and available. Entries are graded as to degree of essentiality for undergraduate collections and keyed to annotations in existing bibliographies and selected journal reviews. Citations for major journals and a few government documents are provided while newspapers are excluded. Out of print titles, reprints, and materials in microform are included; prices are excluded. The author index serves as a cross reference. Related document is SO 003 314. (Author/SJM)

**ED 064 227** SO 003 314  
*Johnson, Donald Clay, Ed. And Others*

**Southeast Asia: A Bibliography for Undergraduate Libraries. Occasional Publication Number Thirteen.**

New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—70

Note—81p.

Available from—Bro-Dart Publishing Company, 1609 Memorial Avenue, Williamsport, Pennsylvania 17701 (\$8.95)

Document Not Available from EDRS.

Descriptors—\*Area Studies, Bibliographies, Foreign Countries, Higher Education, \*Library Collections, Library Materials, \*Library Material Selection, Non Western Civilization, \*Social Sciences, \*Undergraduate Study

Identifiers—\*Southeast Asia

Southeast Asian library resources primarily for the humanities and social sciences are listed in this bibliography that is one of a series. The volume furnishes a basic and balanced bibliography on all the countries of Southeast Asia, of manageable size for the undergraduate library. Selections include: 1) few works in languages other than English; 2) works published within the last decade with the exception of classic works; 3) a few research sources; 4) a minimum number of government imprints; and 5) a minimum number of works published in the area unless they are easily available. Arrangement of entries is in sections by country—Southeast Asia general, Burma, Thailand, Cambodia, Laos, Vietnam, Malaysia, Singapore, Sarawak, Sabah, Brunei, Indonesia, Philippines, and overseas Chinese. Each section is comprised of subsections based on type of publications and subject areas. An attempt is made to produce basic reading lists which have similar subject headings for each country. Entries are graded as to degree of essentiality for undergraduate collections and keyed to annotations in existing bibliographies and selected journal reviews. An author index serves as a cross reference. A related document is SO 003 313. (Author/SJM)

**ED 065 410** SO 003 509  
**Israel Education Abstracts: A Selected Bibliography. Volume Six, Number Three. (August 1971 - November 1971.)**

Bar-Ilan Univ., Jerusalem (Israel). Dept. of Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-71-50006-3

Pub Date—71

Note—63p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Abstracts, \*Annotated Bibliographies, \*Comparative Education, \*Educational Administration, \*Educational Methods, Educational Philosophy, Educational Policy, Educational Practice, Educational Programs, Elementary Education, Foreign Countries, Higher Education, Secondary Education

Identifiers—\*Educational Systems, Israel

Hebrew and Arabic books and articles selected during the period of August 1971 to November 1971 are part of a collection of volumes comprising annotated bibliographies that include author and publishers indices for each abstract written in English. The volume is divided into two parts: 1) includes items on Foundations of Education, The Educational Data-Media Age, The Educational Ladder, Teaching-Learning Process, Educational Frameworks, Administration of the Educational System, The Web of Government, Teaching of Various Subjects, and Jewish Education in the Diaspora; and 2) is a section on abstracts of articles on "The Independent Educational System of the Agudat Yisrael (1944-1969)". The schools, although recognized by the government are nonofficial, modern state-religious institutions. For other volumes see: ED 027 806; ED 032 995; ED 037 820; ED 049 138; ED 049 139; SO 002 337; and SO 002 338. (SJM)

**ED 065 411** SO 003 510

**Selected Bibliography of Yugoslav Educational Materials. Volume 7, Number 3, 1971.**

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-71-56005-03

Pub Date—72

Note—52p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Adult Education, \*Annotated Bibliographies, \*Comparative Education, \*Educational Development, Educational History, Educational Legislation, Elementary Education, Exceptional Children, \*Foreign Countries, \*School Systems, Secondary Education, Teacher Education

Identifiers—\*Yugoslavia

Ninety-seven citations of books, monographs, and periodicals published in 1971 are included in this descriptive annotated bibliography that is translated into English. History, research, schools and institutions, reform, management, problems, motivation, teacher training, and development of the Yugoslav educational system are described. Arrangement is by topics sub-divided at the instructional level. Related documents are ED 043 961, ED 049 995, ED 051 710, ED 055 959, and ED 058 144. (SJM)

**ED 065 443** SO 004 684

*Arnold, Dwight L.*

**New World Teaching and Guidance Project. Final Report.**

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—23 Apr 72

Contract—OEG-5-71-0036-509

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Conflict Resolution, Elementary Education, Foreign Policy, \*Human Relations, \*International Education, International Organizations, International Relations, \*Peace, Resource Guides, Secondary Education, War, \*World Affairs

Identifiers—\*World Order

This directory to activities, organizations, careers, and studies for individuals and groups who are interested in promoting world peace contains ten sections on means and ways to contribute toward world

order: 1) presents ideas that stimulate thinking and research on war, peace, and the challenge of peace; 2) suggests some existing world peace careers; 3) deals with new developing careers for peace; 4) lists sixty-five volunteer and service organizations working for peace; 5) describes studies, research, and information; and, moreover, gives ideas of what each individual can do for world peace; 6) lists a number of colleges offering peace studies programs; 7) mentions factors of conflict resolution, and provides a few ideas on how to make conflict resolution an effective aspect of school programs; 8) deals with the importance of developing new values and life purposes; 9) gives information and title of books (written for various grade levels in school) about the lives of great peace workers; and 10) presents a bibliography containing eighty-three citations. (SJM)

**ED 066 095** FL 003 486  
**Materials Acquisition Project, Volume 2, Number 8 [9].**

San Diego City Schools, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—72  
 Note—59p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—"Annotated Bibliographies," "Bilingual Education, Elementary Schools, Fles, History, Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences," "Portuguese, Resource Guides," "Resource Materials, Sciences, Secondary Schools, Social Sciences," "Spanish, Textbooks"

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish and Portuguese instructional materials are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation provides an objective description of materials and often includes suggestions concerning appropriate grade level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many works included in the compilation have been translated from foreign languages into Spanish. (RL)

**ED 066 835** EA 004 580

Lonergan, Bobbie D.  
**Education Directory: Education Associations 1971-1972.**

Office of Education (DHEW), Washington, D.C.  
 Report No.—DHEW-Pub-No-(OE)-72-71  
 Pub Date—72  
 Note—117p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Catalog No. HE 5.210:10001-72, \$1.00)

**EDRS Price MF-0.83 HC-\$6.01 Plus Postage.**

Descriptors—"Colleges," "Directories," "Education," "Honor Societies, Institutions, International Organizations," "Organizations (Groups), Professional Associations, Religious Education"

Based on replies to a questionnaire sent by the Office of Education to education associations and organizations, this directory is organized by (1) national and regional education associations; (2) college professional fraternities, honor societies, and recognition societies (national); (3) State education associations; (4) foundations; (5) religious education associations; and (6) international education associations. A subject heading index is also provided. (A related document is ED 054 535) (Author/MLP)

**ED 067 322** SO 003 922

**Selected Bibliography of Yugoslav Educational Materials. Volume 7, Number 4.**

Yugoslav Inst. for Educational Research, Belgrade.  
 Pub Date—72

Note—54p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—"Adult Education," "Annotated Bibliographies," "Comparative Education, Educational Finance, Educational History," "Educational Practice, Educational Problems," "Educational Resources, Elementary Education, Foreign Countries, Higher Education, Legislation, Physical Education, Schools, School Statistics," "School Systems, Secondary Education, Teacher Education, Technical Education"

Identifiers—"Yugoslavia"

Ninety-three book and article citations which appeared during 1971 are included in this English translation of an annotated bibliography containing information about Yugoslav educational resources and school systems. Works cited refer to history, educational development, school reform, teacher training, and various levels of the schools and institutions. Curricula, audiovisual aids, polytechnical education, self education, physical education, educational problems, management, legislation, and educational statistics are also covered. A related document is ED 051 710. (SJM)

**ED 067 387** SP 005 880

Mathison, Maira B.

**A Bibliography of Bibliographies on Career and Vocational Education: Part II of the ERIC Clearinghouse on Teacher Education Project on Careers Education.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—Oct 72  
 Contract—OEC-0-8-080490-3706(010)

Note—47p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—"Bibliographies," "Career Education," "Foreign Countries," "Occupational Guidance," "Vocational Education"

This bibliography is the second of a series of publications on career education to be prepared by the ERIC Clearinghouse on Teacher Education. The main body of the bibliography contains 65 items arranged alphabetically by author, with an additional section of 16 items of material from foreign countries. Each entry contains a full bibliographic citation together with the abstract published in "Research in Education." There are also indexes for subject matter and institutions and a cross reference listing between the ERIC (ED) numbers and the entry number in the bibliography. (MBM)

**ED 067 546** AC 012 839

Ferrocetti, Franco. Giannini, Maria Cristina

**Manpower and Training in the Field of Social Defence: A Commentary and Bibliography.**

United Nations Social Defence Research Inst., Rome (Italy).

Pub Date—Jul 70

Note—160p.; Publication 2

**EDRS Price MF-0.83 HC-\$8.69 Plus Postage.**

Descriptors—"Bibliographies," "Correctional Rehabilitation, Crime, Institutional Role, International Organizations," "International Programs," "Manpower Development," "Policy Formation," "Training"

Identifiers—"United Nations"

The work of the United Nations Social Defence Research Institute in the area of manpower and training to develop policy and practice for crime prevention and treatment of offenders is described. A bibliography of 1,444 items is included. (NF)

**ED 068 429** SO 004 899

McIndoe, Sara S.

**Chinese-Russian Study Center. Bibliography of Materials (with Supplement Number 1).**

Toledo Public Schools, Ohio. Chinese-Russian Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[69]

Note—97p.

**EDRS Price MF-0.83 HC-\$4.67 Plus Postage.**

Descriptors—"Asian History, Audiovisual Aids," "Bibliographies, Chinese, Communism, Educational Practice, European History, Fine Arts, Folk Culture, History, International Relations, Literature," "Non Western Civilization, Philosophy, Religion, Russian," "Social Systems"

Identifiers—"China," "Eurasia, India, Japan, Russia"

The major bibliographic emphasis in this work is on Russia and China, although some of the sub-headings and entries also focus on India and Japan. Entries are listed under the following categories: 1) Bibliographies; 2) Art, Music, Theater, and Dance; 3) Civilization; 4) Communism, Marxism, and Socialism; 5) Customs and Folklore; 6) Economy and Law; 7) Education; 8) History; 9) International Relations; 10) Languages; 11) Literature; 12) Philosophy and related subjects; 13) Political Science; 14) Religion; 15) Science (pure and applied); 16) Social Sciences; 17) Biography; 18) Fiction; 19) Journals and Periodicals; and 20) Audio-Visual Materials, which is included as a separate supplement. All entries list: author, title, publisher, place and date of publication. None of the entries are annotated. Most of the items included date from the 1890's and 60's, with a sprinkling of older items. (Several pages may be light.) (FD1)

**ED 068 777** AC 012 892

**Directory of 338 Literacy Projects And Institutions In 96 Countries.**

International Inst. for Adult Literacy Methods, Tehran (Iran).

Pub Date—71

Note—41p.

**EDRS Price MF-0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—"Directories, Educational Programs," "International Programs," "Literacy Education"

Directory and supplement of thirteen additional projects are given. [Hardcopy is unavailable due to marginal legibility of original document.] (NF)

**ED 068 825** AC 012 951

Kulich, Jindra, Comp.

**World Survey Research in Comparative Adult Education: A Directory of Institutions and Personnel, 1972 (Supplement, October, 1972).**

British Columbia Univ., Vancouver. Center for Continuing Education.

Pub Date—Oct 72

Note—15p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

Descriptors—"Adult Education," "Comparative Education, Continuing Education Centers," "Directories," "Educational Facilities, Research," "Surveys"

A list, with descriptions, of all late responses received after May 30, 1972 deadline—to the survey conducted for the main Directory is given. Only institutions/organizations reporting activities and/or research in comparative adult education (or a least studies of adult education abroad), and those reporting to have a library or documentation center were included. In editing reports on activities carried out or in process or planning stages, areas of work, interest and activities, with titles of studies and projects, were listed rather than full bibliographical data, which is outside the scope of the directory. (Author/NF)

ED 069 265 HE 003 648

Hefferlin, JB Lon And Others

Inventory of Current Research on Postsecondary Education 1972. A Guide to Recent and Ongoing Projects in the United States and Canada.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date—72

Contract—OEC-6-10-106

Note—306p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage. Descriptors—\*Educational Research, \*Educational Researchers, \*Higher Education, International Education, \*Post Secondary Education, \*Research

This book contains references to nearly 1,130 research projects either currently underway or recently completed in the United States and Canada on education beyond the high school level. The references are numbered and listed alphabetically by the name of the researcher involved, and an index lists the references by topic. (Author/HS)

ED 069 596 SO 005 191

Czerwinski, Wiktor, Ed. Wiececork, Barbara, Ed. Selected Bibliography of Polish Educational Materials. Volume 10, Number 4.

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-71-54010/4

Pub Date—71

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. Descriptors—Adult Education, \*Annotated Bibliographies, Bibliographies, \*Comparative Education, Curriculum, Educational History, Educational Legislation, Educational Needs, Educational Practice, Educational Problems, Educational Research, Elementary Education, Higher Education, Secondary Education, Teachers, Vocational Education

Identifiers—Eastern Europe, \*Poland

This bibliography of Polish educational materials contains lengthy abstracts in English for each of the items listed. Contents are organized as follows: History of Education; Laws and Legislation; General Information on Education; Social and Educational Sciences; The Teacher's Profession; Schools and Institutions (by type or level); and an Index of Authors and Editors. Most of the materials cited in this issue were published between September and November 1971. Earlier issues are represented by ED 046 823 and ED 053 020. (SHM)

ED 070 722 SO 005 059

Morehouse, Ward

Survey of Bibliographies and Reference Works on Asia, Africa, Latin America, and Russia and East Europe and Compilation of Bibliographies on East Asia, South Asia, and Africa South of the Sahara for Undergraduate Libraries. Final Report.

New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Dec 71

Contract—OEC-1-6-050931-1278

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—African Culture, \*African Studies, \*Area Studies, Asian History, \*Asian Studies, Bibliographies, \*Cross Cultural Studies, Higher Education, International Education, \*Non Western Civilization, Projects, Social Studies

The project was concerned with developing three up-to-date, accurate bibliographies on Asia and Africa as resource guides and book selection tools for undergraduate libraries. Existing bibliographies and information on newer books favorably received in journals were entered on a computer system. A preliminary, unedited, unselected bibliography was produced for each area and sent to librarians and scholars previously selected as editors who then graded the books as to their degree of importance for undergraduate libraries, eliminating approximately half of the titles. A graded draft was produced and circulated to a panel of college librarians and area specialists who added their suggestions, comments, and criticisms. The principal result of the project is the three bibliographies arranged by country, discipline, and alphabetically. In addition, the Foreign Area Materials Center developed a capability for automated handling of information. It is recommended that the bibliographies be periodically revised and updated. A related document is ED 056 937. (SJM)

ED 070 723 SO 005 060

Gillin, Donald And Others

East Asia: A Bibliography for Undergraduate Libraries.

National Council of Associations for International Studies, New York, N. Y. New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—70

Contract—OEC-0-9-050931-1361

Note—146p.

Available from—Bro-Dart Publishing Company, 1609 Memorial Avenue, Williamsport, Pennsylvania 17701 (\$8.95)

Document Not Available from EDRS.

Descriptors—\*Area Studies, \*Asian Studies, Bibliographies, Foreign Countries, Higher Education, \*Library Collections, Library Materials, \*Library Material Selection, Social Sciences, \*Undergraduate Study

Identifiers—\*East Asia

This bibliography, similar to others on Asia and Africa, contains over 2000 titles relevant to the study of East Asia. Book, journal, and a few government citations—the majority of which have been published within the last twenty years—emphasize the humanities and social studies. Intended as a book selection guide, entries are graded as to degree of essentiality for undergraduate collections. Arrangement of entries is by section of the country—China, Japan, Korea, preceded by a general section dealing with more than one country in the area. Each section is comprised of subsections by type of publications and subject areas. An attempt is made to produce basic reading lists with similar subject headings for each country under Bibliographies, Reference Books, General Books, Geography, Government and Politics, Economics, Sociology, Anthropology, and Linguistics, Language and Literature, Philosophy and Religion, Fine Art and Architecture, Performing Arts, Education and Mass Communication, and Science and Technology. A method of periodization of East Asian history that includes early, early modern, late modern, and contemporary history is employed. An author index serves as a cross reference. Related documents are ED 063 236, ED 064 226, and ED 064 227. (SJM)

ED 070 724 SO 005 061

Howard, Harry N. And Others

Middle East and North Africa: A Bibliography for Undergraduate Libraries.

National Council of Associations for International Studies, New York, N. Y. New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—71

Contract—OEC-0-9-050931-1361

Note—101p.; Occasional Publication Number 14 Available from—Bro-Dart, Inc., 1609 Memorial Avenue, Williamsport, Pennsylvania 17701 (\$8.95)

Document Not Available from EDRS.

Descriptors—African Culture, African History, \*Area Studies, Bibliographies, Higher Education, \*Library Collections, Library Materials, \*Library Material Selection, Middle Eastern History, \*Non Western Civilization, Reference Books, Social Sciences, \*Undergraduate Study

Designed essentially for librarians in undergraduate colleges in the United States, this bibliography is arranged both on a topical/subject and country by country basis. In the general section, the reader may find the bibliographies of bibliographies, reference works, journals, and specific works which treat geography, history, government and politics, economics, sociology, anthropology, linguistics, language and literature, philosophy and religion, art and architecture, the performing arts, education and mass communication, and science and technology. Then follows a country section in similar arrangement. The grading of the entries is based on their importance for undergraduate library collections. The criteria for the grading is: 1) books that should be in all undergraduate libraries regardless of courses being taught; 2) books that should be in a library collection—if a few courses are offered; and, 3) books necessary for an undergraduate area studies program or equivalent concentration of advanced undergraduate courses on the area. A related document is ED 050 000. (FDI)

ED 070 725 SO 005 062

Kennedy, James R., Jr. And Others

Guide to Reference Sources on Africa, Asia, Latin America and the Caribbean, Middle East and North Africa, and Russia and East Europe: Selected and Annotated.

National Council of Associations for International Studies, New York, N. Y. New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—72

Contract—OEC-0-9-050931-1361

Note—90p.; Occasional Paper Number 17 Available from—Bro-Dart, Inc., 1609 Memorial Avenue, Williamsport, Pennsylvania 17701 (\$8.95)

Document Not Available from EDRS.

Descriptors—African Culture, African History, Annotated Bibliographies, \*Area Studies, Asian History, Chinese Culture, Higher Education, Korean Culture, Latin American Culture, \*Library Collections, Library Materials, \*Library Material Selection, Middle Eastern History, \*Non Western Civilization, Reference Books, Social Sciences Identifiers—Eastern Europe

This selected annotated bibliography of reference sources is designed to help college students prepare for the future by identifying critical sources on the societies and cultures of most of the world's people who have long been neglected in higher education. Encyclopedias, handbooks, and yearbooks are listed first under each area. Next are the general bibliographies, many of which cite the most important books and articles on an area and arrange them under disciplines generally taught in the liberal arts curriculum. Finally, more specialized sources are listed, arranged primarily by discipline. The guide has also been prepared with the needs of college libraries in mind. Some of the sources are recommended for all libraries, while others are recommended only for libraries serving area studies programs or for institutions when a particular course is offered in the sub-



ject or region. By scanning the last sentence or two of each entry, a librarian can quickly decide whether to consider buying a source. Sources were selected on the basis of the following criteria: 1) Usefulness for college courses on non-western areas; 2) Recency; 3) Languages most commonly taught in this country; and 4) Geographical coverage. (A related document is ED 050 000). (FDI)

**ED 071 980** SO 005 296

*Azzou, Azzidine. And Others.*  
**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 5, Number 3.**

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-55026-03  
Pub Date—71

Note—30p.  
**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Art Education, \*Comparative Education, \*Educational Administration, Educational Improvement, Educational Methods, \*Educational Practice, Educational Problems, Elementary Education, \*Foreign Countries, Higher Education, Instructional Materials, Islamic Culture, Religious Education, Secondary Education, Teacher Education, Vocational Education  
Identifiers—Algeria, Libya, \*Maghreb Countries, Morocco, Tunisia

Information on various aspects of education in the Maghreb countries is provided in this annotated bibliography which is part of an educational series. One hundred entries consisting primarily of works from newspaper and government documents and a few periodicals, published in those countries during 1971 and a few in 1972, comprise this work. Emphasis is placed on sections dealing with educational organization in elementary, secondary, vocational, higher education, and adult education, and educational administration in North Africa. Other sections deal with philosophy and theory, educational statistics, teacher training, teaching aids, religious, artistic, and special education, cooperation, and special problems. Abstracts are in English and each entry is marked to indicate the particular country. Other documents in this series are listed in ED 043 067 and ED 047 585. (SJM)

**ED 071 981** SO 005 297

*Azzou, Azzidine. And Others.*  
**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 5, Number 2.**

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-55026-02  
Pub Date—71

Note—32p.  
**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Art Education, \*Comparative Education, \*Educational Administration, Educational Improvement, Educational Methods, \*Educational Practice, Educational Problems, Elementary Education, \*Foreign Countries, Higher Education, Instructional Materials, Islamic Culture, Religious Education, Secondary Education, Teacher Education, Vocational Education  
Identifiers—Algeria, Libya, \*Maghreb Countries, Morocco, Tunisia

The annotated bibliography, arranged by major topics as are other documents in the series, comprises one hundred entries. The scope, topics, for-

mat, arrangement, and time period covered are similar to SO 005 296. Emphasis is upon providing information on various aspects of education in Maghreb countries. (SJM)

**ED 071 985** SO 005 322

*Joseph, A. Ed.*  
**Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 3 (Period Covered: July-September 1971).**

Indian National Scientific Documentation Centre, Delhi.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-70-53082-3  
Pub Date—Sep 71

Note—90p.  
**EDRS Price MF-0.83 HC-\$4.67 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Bibliographies, \*Comparative Education, Educational Administration, Educational Development, Educational Practice, Educational Problems, Educational Research, Educational Strategies, Evaluation Methods, \*Foreign Countries, Indexes (Locators), \*Public Education, Teacher Education, Teaching Methods, Vocational Education  
Identifiers—India

Abstracts of articles appearing in periodicals and newspapers comprise this quarterly publication of annotated bibliographies on the subject of education in India. Some of the many topics, briefly described in ED 049 989, covered by the 182 documents include organization, curriculum and methods, educational psychology and sociology, teacher education, teaching methods, and vocational and technical education. Many of the studies covered are empirical. In addition, a special section is devoted to basic education. Author entries are arranged alphabetically under subject. Related documents are ED 041 683, ED 043 437, ED 049 989, and ED 067 334. (SJM)

**ED 072 707** FL 004 113

*Petrov, Julia A. Comp.*  
**Foreign Language Area Studies and Other Aspects of International Education, List No. 7.**

Institute of International Studies (DIIEW/OE), Washington, D.C.

Report No. OE-72-194  
Pub Date 72

Note 69p.  
Available from Superintendent of Documents U. S. Government Printing Office, Washington, D. C. 20402 (OE-72-194, \$ .90)

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**  
Descriptors \*Area Studies, Bibliographies, Conferences, \*Federal Aid, \*Language Research, Linguistics, Modern Languages, \*Research Projects, Surveys, Teaching Methods, Uncommonly Taught Languages

Contracts awarded during the 13 fiscal years of the National Defense Education Act of 1958 in the Language and Area Development Program are listed in this bibliography. The program, authorized to support research, studies, surveys, and the preparation of specialized materials to strengthen instruction in modern foreign languages, awarded 618 contracts during the period ending April 30, 1972. This bibliography lists 684 main entries and some 460 subentries. Each entry indicates the major source for the item. Most of the reports and instructional materials produced under this program after 1965 are available through ERIC. Accession numbers are provided. Entries are classified under: (1) studies and surveys, (2) conferences, (3) linguistic studies, (4) research in language teaching methods, (5) commonly taught languages, (6) uncommonly taught languages, and (7) foreign area studies. An index is provided. (RI.)

**ED 073 710** FL 003 736

*Monka, Carolyn. Comp.*  
**ERIC Documents on the Teaching of Foreign Languages: List Number 9.**

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date—Oct 72  
Note—23p.; Reprinted from Foreign Language Annals, v6 n1 p123-143 Oct 1972

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Bilingualism, \*Catalogs, Classical Languages, \*Clearinghouses, Cultural Context, Curriculum Guides, \*Educational Resources, Educational Television, Films, International Education, \*Language Instruction, Language Laboratories, Language Tests, Microfilm, \*Modern Languages, Programmed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques

This ninth in a series of such catalogs lists 449 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from November 1971 through April 1972. Entries are organized alphabetically, and a 15-subject user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproduction, ERIC document numbers, and availability information. For previous such catalogs, see ED 026 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056 600, and ED 062 889. (RL)

**ED 074 015** SO 005 808

*Zwick, Peter R.*  
**An Aggregate Data Archive for the Russian Area Studies Center, Louisiana State University. Final Report.**

Louisiana State Univ., Baton Rouge. Russian Area Studies Center.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Apr 73  
Contract—OEC-070-3985(823)

Note—30p.  
**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Archives, \*Area Studies, \*Biographies, Communism, \*Data Bases, Governmental Structure, Political Power, \*Politics, Power Structure, Projects, Socioeconomic Background  
Identifiers—National Defense Education Act Title VI, NDEA, \*Russia, USSR

This final report announces the completion of a project, the purpose of which was to develop an on-line machine retrievable form, a biographical data archive on the Soviet political elite, and in addition, to gather data on socio-economic and political factors in the Soviet Union and Eastern Europe. The computer processed data is intended to help researchers uncover significant patterns within the elite Soviet structure (those who have been members of the Central Committee of the Communist Party of the Soviet Union). Methods define the elite, then collect data about them. Problems encountered included the lack of specialists who are equipped to develop data sources, problems due to specialization, difficulty of collecting data because of the purging of political outcasts from official sources, and the unavailability of data on minor political figures. Project background information includes major sources for the bibliographical data. Appendices include 125 variables contained in a code book for Soviet political elite; a resume of instructions for users; and an information bulletin. The data file itself, held at the Russian Area Studies Center of Louisiana State University, is to be continuously updated. (SJM)

ED 074 845 FL 003 936

Saad, Gail, Comp.

**Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 1, 1971: Period Covered, January-March 1971.**

National Science Foundation, Washington, D.C. Spans Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-53025-1

Pub Date—71

Note—57p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Childhood, Comparative Education, Curriculum Development, \*Educational Administration, \*Educational Finance, \*Educational Objectives, Educational Research, Elementary Education, Psychology, Social Sciences, Sociology, Teacher Education, Textbooks

Identifiers—\*Pakistan

This annotated bibliography lists 111 entries of selected educational materials in Pakistan covering the period from January through March 1971. Thirty-one categories include: (1) administration, organization, and financing of education, (2) childhood education, (3) comparative education, (4) curriculum, (5) development of education, (6) educational objectives, (7) educational planning, (8) educational research, (9) elementary secondary education, (10) examination, (11) health education, (12) higher education, (13) history of education, (14) Islamic education, (15) language instruction, (16) libraries, (17) literacy, (18) literature for children, (19) medical examination, (20) philosophy of education, (21) psychology, (22) science education, (23) sociology, (24) students' problems, (25) teachers, (26) teacher education, (27) technical education, (28) textbooks, (29) general, (30) adult education, and (31) authors' index. (RL)

ED 074 846 FL 003 937

Saad, Gail, Comp.

**Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 2, 1971: Period Covered, April-June 1971.**

National Science Foundation, Washington, D.C. Spans Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-53025-2

Pub Date—71

Note—60p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Childhood, Comparative Education, Curriculum Development, \*Educational Administration, \*Educational Finance, \*Educational Objectives, Educational Research, Elementary Education, Psychology, Social Sciences, Sociology, Teacher Education, Textbooks, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 111 entries of selected educational materials in Pakistan covering the period from April through June 1971. Thirty-two categories include: (1) administration, organization, and financing of education, (2) adult education, (3) agricultural education, (4) childhood education, (5) comparative education, (6) curriculum, (7) development of education, (8) educational objectives, (9) educational planning, (10) educational research, (11) elementary and secondary education, (12) examination, (13) health education, (14) higher education, (15) history of education, (16) Islamic education, (17) teaching of language, (18) libraries, (19) literacy, (20) medical education, (21) philosophy of education, (22) professional education, (23) psychology, (24) science education, (25) sociology, (26) students' problems, (27) teachers, (28) technical education, (29) textbooks, (30) general, (31) women's education, and (32) author index. (RL)

ED 074 847 FL 003 938

Saad, Gail, Comp.

**Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 3, 1971: Period Covered, July-September 1971.**

National Science Foundation, Washington, D.C. Spans Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-53025-3

Pub Date—71

Note—54p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Childhood, Comparative Education, Curriculum Development, \*Educational Administration, \*Educational Finance, \*Educational Objectives, Educational Research, Elementary Education, Psychology, Social Sciences, Sociology, Teacher Education, Textbooks, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 108 entries of selected educational materials in Pakistan covering the period from July through September 1971. Twenty-nine categories include: (1) administration, organization, and financing of education, (2) adult education, (3) childhood education, (4) comparative education, (5) curriculum, (6) development of education, (7) educational objectives, (8) educational planning, (9) educational reform, (10) elementary and secondary education, (11) examinations, (12) extra curricular activities, (13) history of education, (14) Islamic education, (15) libraries, (16) medical education, (17) philosophy of education, (18) psychology, (19) science education, (20) sociology, (21) special education, (22) students' problems, (23) teachers, (24) technical education, (25) textbooks, (26) women's education, (27) general, (28) teaching methods and media, and (29) author index. (RL)

ED 074 853 FL 004 025

Gordon, Fannette, Comp.

**Addresses of Embassies, Consulates, and Educational and Information Offices of Interest to Foreign Language Teachers.**

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y. Pennsylvania State Dept. of Education, Harrisburg.

Spans Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date—73

Note—29p.

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—Cultural Education, Culture Contact, \*Foreign Culture, Information Sources, International Education, \*Language Instruction, \*Modern Languages, \*Resource Guides, \*Resources, Second Languages

This list of embassies, consulates, and educational and information offices has been compiled for the benefit of teachers of the languages and cultures of peoples of other countries. Section 1 lists each country under the language which is the principal language or one of the official languages of that country. It also contains an alphabetical listing of embassies and consulates of countries where less commonly taught languages are spoken. Section 2 provides a list of additional sources of information on foreign languages and cultures, with annotations describing the specific services available from these organizations. (Author/RL)

ED 074 984 HE 004 011

Wolf, W. C. Jr.

**The Development of Three Applied Research Training Programs.**

Massachusetts Univ., Amherst. School of Education.

Spans Agency—National Center for Educational

Research and Development (DHEW/OE), Washington, D.C. Division of Higher Education Research.

Pub Date—Aug 72

Contract—OEG-O-71-3484(520)

Note—25p.

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Educational Programs, Educational Research, \*Educational Researchers, Graduate Study, \*Higher Education, \*Professional Education, \*Research Skills

A core staff was assembled at the University of Massachusetts in 1966 to establish doctoral level programs to train individuals for applied research positions within the pedagogical community. These programs attempted to develop curriculum and instruction research, research evaluation, and research diffusion competencies. A total of 45 individuals received fellowships over the 6-year project span. The 40 fellows who completed the program are presently employed as follows: 15 accepted college teaching positions, 6 accepted public school administration positions, 6 accepted staff appointments or project directorships within research and development centers, 4 accepted secondary school teaching positions, and 4 accepted combination college teaching/administration positions. Program evaluations revealed the fellows to be better trained for available jobs than most graduate student peers and revealed the programs evolved to be most appropriate for training applied educational researchers. (Author/HHS)

ED 075 287 SO 005 474

Joseph, A. Ed.

**Indian Educational Material. Annotated Quarterly Bibliography, Volume 6, Number 4, (Period Covered October-December 1971).**

Indian National Scientific Documentation Centre, Delhi.

Spans Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 71

Note—93p.

**EDRS Price MF-0.83 HC-\$4.67 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Educational Administration, Educational Development, Educational Practice, Educational Problems, Educational Research, Educational Strategies, Evaluation Methods, \*Foreign Countries, Indexes (Locusts), \*Public Education, Teacher Education, Teaching Methods, Vocational Education, Womens Education

Identifiers—\*India

One hundred and sixty-six abstracts of articles appearing in periodicals and newspapers comprise this quarterly publication of annotated bibliographies on the subject of education in India. Some of the many topics covered by the documents include organization, curriculum and methods, educational psychology and sociology, academic achievement, teacher education, teaching methods, vocational and technical education, and women's and workers' education. Many of the studies covered are empirical. In addition, a special section is devoted to basic education. Author entries are arranged alphabetically under subject. Related documents are ED 041 683, ED 043 437, ED 049 989, and ED 067 334, and SO 005 322. (SJM)

ED 076 478 SO 005 804

**Selected Bibliography of Yugoslav Educational Materials, Volume 8, Number 3, 1972.**

Yugoslav Inst. for Educational Research, Belgrade. Spans Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-56084-03

Pub Date—73

Note—56p.

**Descriptives**—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Educational History, Educational Legislation, \*Educational Practice, Educational Problems, Educational Research, \*Educational Resources, Elementary Education, Foreign Countries, Higher Education, Physical Education, School Statistics, \*School Systems, Secondary Education, Teacher Education, Technical Education

**Identifiers**—\*Yugoslavia  
This English translation of an annotated bibliography providing information about Yugoslavia educational resources and school systems contains ninety-seven book and article citations which appeared during 1972. Contents include the following topics and areas of educational interest; history, research, and the development of education; school reform; teacher education, and various levels of the schools and institutions. Curricula, audiovisual aids, motivation, physical education, educational problems, hostels, management, legislation, and educational statistics are also covered. The bibliography, one of a series prepared, translated, and published for the U. S. Office of Education, is typically arranged. Numbered entries are arranged alphabetically by author within the major topics. A related document is ED 067 322. (SJM)

**ED 076 485** SO 005 910

*Joseph, A. Ed.*  
**Indian Educational Material. Annotated Quarterly Bibliography. Volume 7, Number 2, (Period Covered April-June 1972).**

Indian National Scientific Documentation Centre, Delhi.

**Spons. Agency**—Office of Education (DHEW), Washington, D.C.

**Report No.**—TT-72-51009-02

**Pub Date**—June 72

**Notes**—85p.

**EDRS Price MF-S0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—Adult Education, \*Annotated Bibliographies, Bibliographies, \*Comparative Education, Educational Administration, Educational Development, Educational Practice, Educational Problems, Educational Research, Educational Strategies, Evaluation Methods, \*Foreign Countries, Indexes (Locators), \*Public Education, Teacher Education, Teaching Methods, Technical Education, Vocational Education, Womens Education

**Identifiers**—\*India

One hundred and forty nine abstracts of articles appearing in periodicals and newspapers make up this quarterly publications on education in India. Many topics are covered, some of which are: adult education, finance, guidance and counselling, moral education, physical education, and history. A second longer section is on technical education. The document is alphabetically arranged first by subject then by author. Some related documents are: ED 041 683, ED 043 437, ED 049 989, ED 067 334, and SO 005 474. (OPH)

**ED 077 833** SO 005 911

*Wieczorek, Barbara, Ed. Krajewska, Karolina, Ed.*  
**Selected Bibliography of Polish Educational Materials. Volume 11, Number 1.**

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

**Spons. Agency**—Office of Education (DHEW), Washington, D.C.

**Pub Date**—72

**Notes**—79p.

**Descriptives**—Adult Education, \*Annotated Bibliographies, Educational Administration, Educational Practice, Educational Research, Elementary Education, \*Foreign Countries, Higher Education, Reference Materials, Secondary Education, Teachers, Vocational Education

**Identifiers**—\*Poland

Books, papers, and articles which were available from December, 1971 to February, 1972, are listed in this bibliography. Entries are arranged alphabetically by author under the following subjects: History of Education, Laws and Legislation, General Information on Education, Social and Educational Sciences, Teacher's Profession, Schools and Institutions (by type or level), and Educational Statistics. An index to authors and editors is included. The English translation follows each Polish title and an abstract of each document adds to the usefulness of the bibliography. (A related document is ED 069 596.) (JMB)

**ED 080 090** HE 004 505

**The Foreign Medical Graduate: A Bibliography.** Health Resources Administration (DHEW/PHS), Washington, D.C. Div. of Manpower Intelligence. Report No.—DHEW-Pub-NIH-73-440

**Pub Date**—Nov 72

**Notes**—109p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1741-00050, \$1.50)

**EDRS Price MF-S0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—\*Bibliographies, \*Foreign Students, Graduate Students, Health Occupations, \*Higher Education, International Education, \*Medical Education, \*Medical Students

The focus of this bibliography is the foreign medical graduate in the United States. Citations deal with this subject from several perspectives, including education of foreign medical graduates abroad, the flow of foreign medical graduates to the United States, and their training and utilization in American medicine. The references were compiled with the aid of MEDLARS (The Medical Literature Analysis and Retrieval System of the National Library of Medicine), updated by Index Medicus, and expanded through current publications and referrals. The cut-off date for the literature search for this first edition of the bibliography was September 1972. (Author)

**ED 082 535** EM 011 616

*Seibert, Warren F.*

**Instructional Television: The Best of ERIC.** Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

**Spons. Agency**—National Inst. of Education (DHEW), Washington, D.C.

**Pub Date**—Oct 73

**Notes**—27p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$2.00 payment must be included with order)

**EDRS Price MF-S0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Adult Education, \*Annotated Bibliographies, Cable Television, Education, \*Educational Television, External Degree Programs, Guides, Higher Education, Instructional Media, International Programs, Public Television, Telecommunication, Television, Television Curriculum, \*Television Research

**Identifiers**—\*Educational Resources Information Center, ERIC

The abstracts presented herein represent the most significant of several hundred from the Educational Resources Information Center's (ERIC) collection. These were identified by a computer search of the subject of instructional television and serve to update an earlier bibliography published by the same

practice and to convey a sense of the growing significance of instructional television and related technologies. The documents are divided into nine categories: bibliographies and guides; overviews; children and television; cable television and telecommunication; continuing education; higher education and the open university; public television; international developments; general research; and miscellaneous. Each citation contains, in addition to the abstract information on the author, title, original source and publication date, and instructions on how to order the complete document. (Author/PB)

**ED 084 719**

*Lopez, Lois V.*

**Education Directory: Education Associations 1973.**

Office of Public Affairs (DHEW/OE), Washington, D.C.

**Report No.**—OE-73-01040

**Pub Date**—73

**Notes**—118p.; A related document is ED 066 835 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01149, \$1.25)

**EDRS Price MF-S0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—\*Colleges, \*Directories, \*Education, \*Honor Societies, Institutions, International Organizations, \*Organizations (Groups), Professional Associations, Religious Education

Based on replies to a questionnaire sent by the Office of Education to education associations and organizations, this directory is organized by (1) national and regional education associations; (2) college professional fraternities, honor societies, and recognition societies (national); (3) State education associations; (4) foundations; (5) religious education associations; and (6) international education associations. A subject heading index is also provided. (Author/EA)

**ED 084 910**

*Saad, Geil, Comp.*

**Selected Bibliography of Educational Materials in Pakistan, Vol. 5, No. 4, 1971.**

National Science Foundation, Washington, D.C. Office of Education (DHEW), Washington, D.C. Pub Date—71

**Notes**—63p.

**EDRS Price MF-S0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Annotated Bibliographies, Childhood, Comparative Education, \*Curriculum Development, \*Educational Administration, \*Educational Finance, \*Educational Objectives, Educational Research, Elementary Education, Higher Education, Instructional Media, Psychology, Social Sciences, Sociology, Teacher Education, Teaching Methods, Textbooks, Womens Education

**Identifiers**—\*Pakistan

This annotated bibliography lists 109 entries of selected educational materials in Pakistan covering the period from October through December 1971.

Categories include: (1) administration, organization, and financing of education, (2) agricultural education, (3) childhood education, (4) comparative education, (5) curriculum, (6) development of education, (7) education goals, (8) education planning, (9) education reforms, (10) education research, (11) elementary and secondary education, (12) examinations, (13) health education, (14) higher education, (15) history of education, (16) teaching of language, (17) libraries, (18) literacy, (19) medical education, (20) philosophy of education, (21) psychology, (22) science education, (23) sociology, (24) students' problems, (25) teacher education, (26) teachers, (27) technical education, (28) textbooks, (29) women's education, (30) general, (31) teaching methods and media, and (32) writers' index. (HW)

Spurgin, John H. Smith, Gary R.

**Global Dimensions in the New Social Studies.**

American Political Science Association, Washington, D.C., Denver Univ., Colo. Center for Teaching International Relations, ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo. Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—SSEC-PUB-165

Pub Date—73

Note—160p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (\$4.75; order SSEC Publication Number 165)

**EDRS Price MF-08.83 HC-\$8.69 Plus Postage.**

Descriptors—Comparative Analysis, Course Description, Curriculum Development, Curriculum Evaluation, Curriculum Study Centers, Directories, \*Games, \*Global Approach, Instructional Materials, \*International Education, International Relations, Literature Reviews, Political Science, \*Projects, Secondary Grades, Simulation, Social Sciences, \*Social Studies, \*World Affairs

Identifiers—Global Education, \*Worldmindedness

This survey identifies a number of materials and approaches in social studies/social science education containing one or more components useful for global education. These components are described analytically, in a format designed to facilitate comparisons among materials. The intention of the authors is to provide a handy, practical tool for teachers and curriculum supervisors in their attempts to select new materials appropriate for integration within the existing curriculum to help students better understand the realities of the global dimension of their lives. Fourteen projects are analyzed and indexed by subject, director, source, publisher, and grade level; twenty-two simulation/games and eight global education projects or organizations are annotated. The introduction to the survey and a final bibliography give an overview of global (international) education as a part of high school curricula from the earlier 1960's to the present. (Author/JH)

**ED 085 312**

SO 006 737

Wieczorek, Barbara, Ed. Krajewska, Karolina, Ed. **Selected Bibliography of Polish Educational Materials.** Volume 11, Number 2, 1972.

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-54010-2

Pub Date—72

Note—60p.

**EDRS Price MF-08.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Curriculum, Educational History, Educational Legislation, Educational Needs, Educational Practice, Educational Problems, Educational Research, Elementary Education, Higher Education, Preschool Education, Secondary Education, Social Sciences, Teaching, Vocational Education

Identifiers—Eastern Europe, \*Poland

Lengthy English annotations of Polish educational materials published in 1971-1972 are listed in this bibliography. The following areas are covered: 1) history of education; 2) laws and legislation; 3) general information on education; 4) social and educational sciences; 5) teaching profession; 6) schools and institutions (preschool, primary, secondary, vocational, higher, adult, and special). An index of

authors and editors and a list of publishing houses are also provided. Earlier issues are represented by ED 046 823, ED 053 020, and ED 069 596. (RM)

**ED 085 313**

SO 006 738

Azouz, Azidine, And Others

**Selected Bibliography of Educational Materials:** Algeria, Libya, Morocco, Tunisia. Volume 6, Number 1, 1972.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-55026-01

Pub Date—72

Note—41p.

**EDRS Price MF-08.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Developing Nations, Educational Development, \*Educational Philosophy, \*Educational Policy, \*Educational Problems, Educational Theories, Elementary Education, Higher Education, Instructional Materials, Literacy Education, Multiculturalism, School Organization, Secondary Education, Special Education, Teacher Education, Teaching Methods

Identifiers—Algeria, Libya, \*Maghreb Countries, Morocco, Tunisia

Annotations of articles, written in English, provide the content for a bibliography of educational materials written in French useful to those with an interest in North Africa. Sections on Algeria, Libya, Morocco, and Tunisia are preceded by a section on the Maghreb which deals with the special problems of illiteracy, multiculturalism, and rapid social change which are common to all four countries. Topics such as the philosophy and theory of education, educational organization, adult education, teacher training, religious education, artistic education, special education, and teaching aids are covered. A final section is reserved for annotations of materials relating to the special problem of Arabization, the spreading of the Arabic life in daily life and in education. Related documents are ED 071 980-981. (KSM)

**ED 085 326**

SO 006 769

Wieczorek, Barbara, Ed. Krajewska, Karolina, Ed. **Selected Bibliography of Polish Educational Materials.** Volume 11, Number 3, 1972.

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-54010-3

Pub Date—72

Note—64p.

**EDRS Price MF-08.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, \*Educational History, Educational Legislation, \*Educational Policy, \*Educational Practice, Educational Strategies, Elementary Education, Higher Education, Preschool Education, Primary Grades, Schools, Secondary Education, Special Education, Statistics, Teacher Education, Teaching, Vocational Education

Identifiers—\*Poland

This selected bibliography of Polish educational materials contains annotations written in English. Materials published from 1969 are listed under seven different topics. Areas of interest are the history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, schools and institutions, and educational statistics. Schools and institution materials are divided into preschool, primary, secondary, vocational, higher, adult, and special

education levels. An index of authors and editors is included. A related document is SO 006 737. (KSM)

**ED 085 452**

UD 013 958

Asians and Asian Americans.

San Francisco Unified School District, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 72

Contract—OEG-9-72-0003(207)

Note—34p.

**EDRS Price MF-08.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Asian Studies, \*Audiovisual Aids, Audiovisual Centers, \*Bibliographies, \*Chinese Americans, Chinese Culture, Classroom Materials, Educational Resources, Filipino Americans, Film Libraries, Films, Instructional Films, Instructional Materials Centers, Japanese American Culture, \*Japanese Americans

This is a selected bibliography of some good and some outstanding audio-visual educational materials in the library of the Educational Materials Bureau, Audio-Visual Education Section, that may be considered of particular interest in the study of Asians and Asian-Americans. The bibliography is arranged alphabetically within the following subject areas: I. Asians: General; East Asia-China, Japan, Korea; South Asia-Ceylon, India, Pakistan; Southeast Asia-Burma, Cambodia, Laos, Indonesia and Malaysia, Philippine Islands, Thailand, Viet Nam. II. Asian-Americans: Continental United States and Pacific Protectorates: Chinese-Americans, Japanese-Americans, Hawaii, Oceania (Samoa-Solomon Islands). The number of copies held of these materials is limited and many are exceptionally popular. Booking is always on a first-come, first-served basis and within the limits of the Audio-Visual Education Section's manpower, delivery facilities, plant, and available funds. (Author/JM)

**ED 085 455**

UD 013 961

**Spanish Heritage and Influence in the Western Hemisphere.**

San Francisco Unified School District, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 72

Contract—OEG-9-72-0003(207)

Note—49p.

**EDRS Price MF-08.83 HC-\$2.06 Plus Postage.**

Descriptors—\*American Culture, \*American History, \*Audiovisual Aids, Audiovisual Centers, \*Bibliographies, Classroom Materials, Filipino Americans, Instructional Films, Instructional Materials Centers, Latin American Culture, Mexican Americans, Mexicans, Spanish, Spanish Americans, \*Spanish Culture

This is a selected bibliography of some good and some outstanding audio-visual educational materials in the library of the Educational Materials Bureau, Audio-Visual Education Section, that may be considered of particular interest in the study of Spanish heritage and influence in the Western Hemisphere. The bibliography is arranged alphabetically within the following subject areas. The titles dealing with the Filipino culture are included in both this listing and the Asian and the Asian-American bibliography (UD 013 958): I. Spanish Influences in the Americas: History. II. Aztec, Inca, and Maya Civilizations. III. Early California, History. IV. United States Expansion and Influence; V. The Mexican-American; VI. Spanish Speaking Countries and Peoples: Spain; The Americas (General, Mexico, Central America, Caribbean Basin, South America); Philippine Islands. VII. Art, Music, Cuisine, and Related Titles. VIII. Spanish Language-Audio-Visual Materials. The number of copies held of these materials is limited and many are exceptionally popular. Booking is always on a first-come, first-served basis and within the limits of

Hartford Univ., West Hartford, Conn. Coll. of Education.  
Spons. Agency—Office of Education (DHEW),  
Washington, D.C. Teacher Corps.  
Pub Date—Sep 73  
Note—67p.; Teacher Corps Cycle VII Bilingual  
Project

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Audiovisual Aids, Bibliographies,  
Childrens Books, Cultural Factors, \*Disadvan-  
taged Youth, \*Educational Opportunities, Folk  
Culture, Foreign Language Books, History, Lan-  
guage, Literature, Periodicals, \*Puerto Rican Cul-  
ture, \*Puerto Ricans, Research  
Identifiers—Puerto Rico

The materials listed in this bibliography are in-  
tended as a resource for teachers and other persons  
concerned with improving the educational oppor-  
tunities of Puerto Rican pupils on the mainland as  
well as those on the island. The listing has breadth  
and variety, but is not exhaustive. Materials in-  
cluded for each category, moreover, are not only  
about but also for Puerto Rican students. The first  
category, "Books," lists those in English and those  
in Spanish separately, and has a section on chil-  
dren's literature. The second category, "Audio-  
visual Materials," lists films, filmstrips, recordings,  
and "others." The next two categories are "Self-  
Contained Research Studies" and "Periodical Ar-  
ticles," respectively. The last category lists  
bibliographies for and about Puerto Rican students.  
(RJ)

**ED 006 568** SO 006 470  
*Seed, Gert, Comp.*

**Selected Bibliography and Abstracts of Educa-  
tional Materials in Pakistan. Volume 6, Number  
1, 1972. Period Covered January-March 1972.**

Spons Agency—National Science Foundation,  
Washington, D.C.; Office of Education (DHEW),  
Washington, D.C.  
Report No.—TT-72-53188-01  
Pub Date—72  
Note—63p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**  
Descriptors—\*Annotated Bibliographies, \*Com-  
parative Education, Curriculum Development,  
Educational Administration, Educational Devel-  
opment, Educational Economics, Educational Fi-  
nance, Educational Objectives, Educational  
Philosophy, Educational Programs, Educational  
Research, Elementary Education, Higher Educa-  
tion, Secondary Education, Social Sciences,  
Teacher Education, Textbooks, Womens Educa-  
tion

Identifiers—\*Pakistan  
The annotated bibliography lists 111 entries of  
selected educational materials from Pakistan cov-  
ering the period from January through March 1972.  
Entries are listed alphabetically by author under the  
following thirty-one categories: 1) administrative,  
organization and financing of education; 2) agricul-  
tural education; 3) childhood education; 4) cur-  
riculum; 5) development of education; 6) education  
goals; 7) education planning; 8) education reforms;  
9) elementary secondary education; 10) examina-  
tions; 11) higher education; 12) Islamic education;  
13) teaching of languages; 14) libraries; 15) literacy;  
16) literature for children; 17) medical education;  
18) philosophy of education; 19) professional educa-  
tion; 20) psychology; 21) science education; 22)  
sociology; 23) special education; 24) students' prob-  
lems; 25) teachers; 26) teaching methods and  
media; 27) technical education; 28) textbooks; 29)

**for an Academic Year Course in Global Systems  
and Human Development at the Secondary and  
Undergraduate Levels of General Education.**  
Management Inst. for National Development, New  
York, N.Y.  
Pub Date—73  
Note—68p.

Available from—Management Institute for Na-  
tional Development, 230 Park Avenue, New  
York, N.Y. 10017 (\$5.00)

**EDRS Price MF-0.83 Plus Postage. HC Not  
Available from EDRS.**

Descriptors—Bibliographies, Class Activities,  
Course Content, Course Objectives, \*Curriculum  
Development, Curriculum Guides, \*Global Ap-  
proach, Higher Education, \*Human Develop-  
ment, \*International Education, Models,  
Resource Materials, Secondary Grades, \*Social  
Studies, \*World Affairs  
Identifiers—\*Worldmindedness

The course of study, an experimental model in-  
tended for use in secondary grades and higher edu-  
cation, centers on mankind in a global context.  
Main objectives of the course are to help students  
understand with cognitive depth the realities of global  
systems, interdependencies, and imbalances and  
develop conscious attitudes toward their own beliefs  
and conceptions and those of others. Some of the  
teaching techniques suggested are surveys, inter-  
views, research, and the use of audiovisual materials  
and print materials to stimulate group discussion.  
The course contains the following four parts: 1)  
building global perspectives; 2) historical back-  
ground; 3) global interdependence; and 4) evalua-  
tion and comparison. Objectives, rationale, a  
content outline, some suggested exercises, and some  
material resources are provided for each part. The  
following information is contained in the appen-  
dices, which comprise half of the guide: Appendix  
A, a discussion of structural methodology in global  
development studies; Appendix B, teaching exer-  
cises on the historiography of global development  
followed by an extensive bibliography; Appendix C,  
an annotated bibliography of periodicals; Appendix  
D, an index of resource organizations. (Auth-  
or/RM)

**ED 006 579** SO 006 748  
*Saad, Gert, Comp.*

**Selected Bibliography and Abstracts of Educa-  
tional Materials in Pakistan, Volume 6, Number  
2, 1972: Period Covered April-June, 1972.**

Spons Agency—National Science Foundation,  
Washington, D.C.; Office of Education (DHEW),  
Washington, D.C.  
Report No.—TT-72-53188-2  
Pub Date—Jun 72  
Note—57p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Adult Education, \*Annotated Biblio-  
ographies, Childhood, Comparative Education,  
Curriculum Development, \*Educational Ad-  
ministration, \*Educational Finance, Educational  
Objectives, \*Educational Policy, \*Educational  
Research, Elementary Education, Psychology,  
Secondary Education, Social Sciences, Sociology,  
Teacher Education, Textbooks, Womens Educa-  
tion

This annotated bibliography lists 110 entries of  
selected educational materials in Pakistan covering  
the period from April through June 1972. The  
materials are organized into twenty-nine categories  
as listed for related document ED 074 847. A new  
section is added on education policy. The materials  
are drawn from a variety of Pakistani journals.

Indian National Scientific Documentation Centre,  
Delhi.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.  
Report No.—TT-72-51009/04  
Pub Date—Dec 72  
Note—83p.

**EDRS Price MF-0.83 HC-\$4.67 Plus Postage.**

Descriptors—Adult Education, Agricultural Educa-  
tion, \*Annotated Bibliographies, \*Comparative  
Education, Educational Administration, Educa-  
tional Development, Educational Planning, Educa-  
tional Policy, Educational Practice,  
Educational Problems, Educational Research,  
Educational Strategies, Elementary Education,  
\*Foreign Countries, Higher Education, Preschool  
Education, Secondary Education, Teacher Educa-  
tion  
Identifiers—\*India

The quarterly publication consists of one hundred  
and fifty-two abstracts of periodical and newspaper  
articles on education in India. Some of the many  
topics covered are courses of study, curriculum,  
examination and evaluation, guidance and counseling,  
technical and vocational education, educational  
psychology, teaching methods, and history. A spe-  
cial section which consists of 24 abstracts on  
agricultural education is provided. The document is  
alphabetically arranged first by subject, then by au-  
thor. A related document is ED 076 485. (RM)

**ED 086 617** SO 006 846  
*Wieczarek, Barbara, Ed. Krajewski, Karolina, Ed.*  
**Selected Bibliography of Polish Educational  
Materials. Volume 11, Number 4, 1972.**

National Center for Scientific, Technical and Eco-  
nomic Information, Warsaw (Poland). Foreign  
Scientific Publications Dept.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.  
Report No.—TT-72-54010-4  
Pub Date—73  
Note—67p.

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Adult Education, \*Annotated Biblio-  
ographies, \*Comparative Education, Educational  
History, Educational Legislation, Educational  
Practice, Educational Research, Elementary Educa-  
tion, Higher Education, Preschool Education,  
Reference Materials, Secondary Education, Vocational Education

Identifiers—\*Poland  
The publication is an annotated bibliography of  
books, papers, and articles on Polish education  
which were published from September to Novem-  
ber, 1972. Entries are arranged alphabetically by  
author under the following subjects: History of Educa-  
tion, Laws and Legislation, General Information  
on Education, Social and Educational Sciences,  
Teacher's Profession, Schools and Institutions (by  
type or level), Educational Statistics. An index to  
authors and editors, and a list of Polish publishing  
houses and institutions are provided. Related docu-  
ment is ED 077 833. (RM)

**ED 086 624** SO 006 857  
*Parker, Franklin, Ed.*

**American Dissertations on Foreign Education. A  
Bibliography with Abstracts. Africa. Volume IV.**  
Pub Date—73  
Note—508p.

Available from—The Whitson Publishing Co., P.O.  
Box 322, Troy, New York 12181

graphics on foreign education. Two hundred and ninety one abstracts of dissertations on African education are arranged alphabetically by author. Although the earliest citation is dated 1947, most of them date from the 1960's and 70's. For the most part, the abstracts are lengthy and include a description of the study together with procedures, conclusions, and recommendations. The bibliography is followed by a subject index. Related documents are as follows: ED 068 400 (Volume I on Canada); ED 068 401 (Volume II on India); and ED 076 443 (Volume III on Japan). (RM)

**ED 087 678** SO 006 939

*Joseph, A. And Others*

**Indian Educational Material: Annotated Quarterly Bibliography, Volume 7, Number 3. (Period Covered: July-September 1972)**

Indian National Scientific Documentation Centre, Delhi.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-51009/03

Pub Date—Sep 72

Note—89p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Agricultural Education, \*Annotated Bibliographies, Bibliographies, \*Comparative Education, Educational Administration, Educational Development, Educational Practice, Educational Problems, Educational Research, Educational Strategies, Evaluation Methods, \*Foreign Countries, \*Public Education, Teacher Education, Teaching Methods, Technical Education, Vocational Education, Womens Studies

Identifiers—\*India  
One hundred and sixty abstracts of articles appearing in periodicals and newspapers make up this quarterly publication on education in India. Many topics are covered, some of which are policy and planning, academic achievement, administration and organization, adult education, curriculum and educational psychology. The abstracts are indexed by the thirty-four topic categories. A special section is on agricultural education. A list of periodicals from which the articles have been chosen is included. A related document is ED 076 485. (KSM)

**ED 090 130** SO 007 431

*Panigrahi, Lalita*

**The City in India. Revised Edition.**

Council for Intercultural Studies and Programs, New York, N.Y. Educational Resources Center, New Delhi (India). New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Nov 73

Contract—OEC-D-70-4943

Note—100p.; For related documents see ED073980, ED076494, and SO007430

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Asian History, \*Asian Studies, Developing Nations, Filmstrips, Higher Education, Interdisciplinary Approach, Models, \*Non Western Civilization, \*Social Studies Units, Teaching Guides, Thematic Approach, Urban Areas, Urban Culture, \*Urbanization, \*Urban Studies, Visual Aids

Identifiers—\*India

This is a guide to a series of 8mm loop films on the Indian cities of Kanchipuram, Jaisalmer (two films), Fatehpur Sikri, Chandigarh, Gwalior, Bombay, Simla, Goa, Jamshedpur, and Ahmedabad. Each

using different techniques for university-level teaching. These units, bringing innovative ideas to those interested in teaching about the Third World, suggest urbanization as a theme for historical exploration. The guide defines the concept of the city as a functioning entity and makes some suggestions for coordinating the films and the guide materials with various student activities. The guide includes an historic and economic context for each city; a bibliography on urbanization and Indian cities; a table of 1971 Indian census data; and a section called Scene identifications, which coordinates with the filmstrips. (Author/JH)

**ED 093 776** SO 007 634

**Selected Bibliography of Yugoslav Educational Materials, Volume 8, Number 4, 1972.**

Yugoslav Inst. for Educational Research, Belgrade. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-56084

Pub Date—73

Note—59p.; For a related document, see ED076478

Available from—U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Business Education, \*Comparative Education, Curriculum, \*Education, Educational Development, Educational History, Educational Legislation, Educational Problems, Educational Research, Management Education, Preschool Education, Schools, Special Education, Statistics, Teacher Education, Vocational Education

Identifiers—\*Yugoslavia

The document is an annotated bibliography of Yugoslav educational materials. Most books, articles, and papers were published in 1972, with the exception of a few dated 1973. Items are listed by author within the following categories: (1) history of education; (2) educational research; (3) development of education; (4) teacher training and teaching staff; (5) schools and institutions including preschool education, elementary education, secondary education, gymnasium, vocational schools, higher education, adult education, education of handicapped, and vocational guidance; (6) curricula and syllabi; (7) audio-visual aids; (8) motivation; (9) polytechnical education; (10) problems in education; (11) hotels; (12) management and financing; (13) legislation; and (14) education statistics. (Author/RM)

**ED 093 792** SO 007 652

*Slodkowski, Wladyslaw, Ed.*

**Selected Bibliography of Polish Educational Materials, Volume 12 Number 2, 1973.**

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-54000-02

Pub Date—73

Note—61p.; Related documents are ED 077 833 and SO 007 653

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Comparative Education, Educational History, Educational Legislation, Educational Practice, Educational Research, \*Educational Trends, Elementary Education, \*Foreign Countries, Higher

Materials are arranged by author within the following categories: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; (6) schools and institutions—preschool, primary, secondary, vocational, higher, adult, special; and (7) educational statistics. An index to authors and editors is included. (Author/RM)

**ED 093 793** SO 007 653

*Slodkowski, Wladyslaw, Ed.*

**Selected Bibliography of Polish Educational Materials, Volume 12, Number 1, 1973.**

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-54000-01

Pub Date—73

Note—78p.; Related documents are ED 077 833 and SO 007 652

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Educational History, Educational Legislation, Educational Practice, Educational Research, \*Educational Trends, Elementary Education, \*Foreign Countries, Higher Education, Preschool Education, Secondary Education, Special Education, Statistics, Teacher Education

Identifiers—\*Poland

The annotated bibliography lists books, papers, and articles which treat education in Poland. Items cited were published between December, 1972 and February, 1973. Materials are arranged by author within the following categories: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; (6) schools and institutions—preschool, primary, secondary, vocational, higher, adult, special; and (7) educational statistics. An index to authors and editors is included. (Author/RM)

**ED 094 464** EA 006 310

*Lopez, Lois V.*

**Education Directory: Education Associations 1974.**

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-01040

Pub Date—74

Note—113p.; A related document is ED 084 719

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01279, \$1.50)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Colleges, \*Directories, \*Education, \*Honor Societies, Institutions, International Organizations, National Organizations, \*Organizations (Groups), Professional Associations, Religious Education

Based on replies to a questionnaire sent by the Office of Education to education associations and organizations, this directory is organized by (1) national and regional education associations; (2) college professional fraternities, honor societies, and recognition societies (national); (3) State education associations; (4) foundations; (5) religious education associations; and (6) international education associations. A subject heading index is also provided. (Author/MLF)

*Saad, Geiti, Comp.*

**Selected Bibliography and Abstracts of Educational Materials in Pakistan.** Volume 6, Number 3, 1972. Period Covered July-September 1972.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-53188-3

Pub Date—Sep 72

Note—61p.; For related documents, see ED 074 847, 086 579, and SO 007 660

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Comparative Education, Curriculum Development, \*Educational Administration, \*Educational Finance, Educational Objectives, \*Educational Policy, \*Educational Research, Elementary Education, Secondary Education, Social Sciences, Teacher Education, Textbooks, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 102 entries of selected educational materials in Pakistan covering the period from July to September 1972. The materials are organized into 24 categories as listed for related document ED 074 847. A new section is added on nationalization of education. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. (KSM)

ED 095 042

SO 007 660

*Saad, Geiti, Comp.*

**Selected Bibliography and Abstracts of Educational Materials in Pakistan.** Volume 6, Number 4, 1972. Period Covered October-December 1972.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-53188-4

Pub Date—Dec 72

Note—57p.; Related documents are ED 074 847, 086 579, and SO 007 659

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Comparative Education, Curriculum Development, \*Educational Administration, \*Educational Finance, Educational Objectives, \*Educational Policy, \*Educational Research, Elementary Education, National Programs, Secondary Education, Social Sciences, Teacher Education, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 104 entries of selected educational materials in Pakistan covering the period from October to December 1972. The materials are organized into 30 topical categories as listed for related document ED 074 847. A new section is added on nationalization of education. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. (KSM)

ED 095 044

SO 007 662

*Azzouz, Azzedine And Others*

**Selected Bibliography of Educational Materials:** Algeria, Libya, Morocco, Tunisia. Volume 6, Number 2, 1972.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-55026-02

Pub Date—72

Note—43p.; A related document is ED 085 313

**EDRS Price MF-0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Developing Nations, Educational Change, Educational Development, \*Educational Philosophy, \*Educational Policy, \*Educational Problems, Educational Theories, Higher Education, Instructional Materials, Literacy Education, School Organization, Special Education

Identifiers—\*Africa, Algeria, Libya, Morocco, Tunisia

Annotations of articles, written in English, provide the content for an annotated bibliography of educational materials written in French useful to those with an interest in North Africa. Sections on Algeria, Libya, Morocco, and Tunisia cover topics such as the philosophy and theory of education, educational organization, adult education, teacher training, religious education, artistic education, special education, and teaching aids. A final section is reserved for annotations of materials relating to the special problem of university reform in Tunisia. A list of sources and authors concludes the bibliography. (KSM)

ED 095 074

SO 007 708

*Saad, Geiti, Comp.*

**Selected Bibliography and Abstracts of Educational Materials in Pakistan.** Vol. 7, No. 1, 1973. Period Covered, January-March 1973.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-53000-01

Pub Date—73

Note—54p.; Related documents are ED 086 568 and 579; SO 007 659 and 660

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Comparative Education, Curriculum Development, \*Educational Administration, \*Educational Finance, Educational Objectives, \*Educational Policy, \*Educational Research, Teacher Education, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 105 entries of selected educational materials in Pakistan covering the period January-March 1973. The materials are organized into 27 categories as listed for related document ED 074 847. A special section is added on education policy. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An author index is included. (KSM)

ED 096 211

SO 007 746

*Slodkowski, Wladyslaw, Ed.*

**Selected Bibliography of Polish Educational Materials.** Volume 12, Number 3, 1973.

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-54000-03

Pub Date—74

Note—81p.; Related Documents are ED 077 833, ED 093 792, and ED 093 793

**EDRS Price MF-0.83 HC-\$4.67 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Educational History, Educational Legislation, Educational Policy, \*Educational Practice, Educational Problems, \*Educational Research, Elementary Education, Higher Education, Laws, Preschool Education, Secondary Education, Social Sciences, Special Education

Identifiers—\*Poland

The annotated bibliography cites Polish educational materials published from June to August 1973. Materials are arranged alphabetically by au-

thor within the following categories: (1) history of education; (2) laws and legislation; (3) general information on education; (4) social and educational sciences; (5) teacher's profession; and (6) schools and institutions (by types or level), preschool, primary, secondary, vocational, higher, adult, special. An index of authors and editors is included. (Author/RM)

ED 097 238

SO 007 795

*Saad, Geiti, Comp.*

**Selected Bibliography and Abstracts of Education Materials in Pakistan;** Vol. 7, No. 2, 1973. Period Covered, April-June 1973.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—73

Note—58p.; ED 086 579 and ED 095 074 are related documents

**EDRS Price MF-0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Curriculum Development, \*Educational Administration, Educational Objectives, \*Educational Policy, \*Educational Research, Teacher Education, Teaching Methods, Textbooks, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 105 entries of selected, educationally oriented materials from Pakistani journals, newspapers, and government publications. The materials are organized into 29 categories: administration, organization, and financing of education; adult education; art education; childhood education; curriculum; development of education; education goals, planning, and reforms; elementary and secondary education; examinations; extra curricular activities; higher education; Islamic education; language teaching; libraries; literacy; philosophy of education; professional education; psychology; sociology; students' problems; teacher education; teachers' teaching methods and media; technical education; women's education; general; and textbooks (special section). An index of writers completes the bibliography. (JH)

ED 097 286

SO 007 858

**Early Childhood Education in Yugoslavia. A Special Issue of Selected Bibliography of Yugoslav Educational Materials.**

Yugoslav Inst. for Educational Research, Belgrade. Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—25p.

Available from—U.S. Dept. of Commerce, National Technical Information Service, Springfield, Virginia 22151

**EDRS Price MF-0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Child Care, \*Comparative Education, \*Early Childhood Education, Educational Planning, Educational Practice, Educational Problems, Educational Research, Elementary Schools, Family Influence, Intelligence Quotient, Kindergarten, Laws, Nursery Schools, Physical Development, \*Preschool Education

Identifiers—\*Yugoslavia

This annotated bibliography cites journal articles, research, and excerpts from books which treat early childhood education in Yugoslavia. All materials listed were published in the 1970's, with the exception of one article dated 1967. The listing is alphabetical by author. Among the materials annotated are the following: (1) Conforming the Educational Impact of Family and Preschool Institutions; (2) From the History of Preschool Institutions; (3) Social Aspects of Child Care in Belgrade Nurseries; (4) The Basic Problems of Kindergartens as Educational Institutions; (5) Educational Work

with Children in Nursery Schools; (6) Standards for the Planning, Construction, and Equipping of Preschools; (7) Results of Research on the Intelligence Quotient of Children in Belgrade Nursery Schools; (8) The Physical Development of Children in the Belgrade Nursery Schools; (9) Organizational Ties and the Relationship Between Preschool and Elementary School; (10) Vasco Peigic on Kindergarten; (11) Conclusions of the Association of Preschool Institutions of Croatia; and (12) Law on Preschool Education. (Author/RM)

ED 098 094 SO 007 864

Azouz, Azzedine. *And Others*

**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia.** Vol. 6, No. 3, 1972.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—72

Note—39p; The preceding number in this series is ED 095 044

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Developing Nations, Educational Change, Educational Development, \*Educational Philosophy, \*Educational Problems, Educational Theories, Exchange Programs, Higher Education, \*International Education, Literacy Education, School Organization, Special Education

Identifiers—\*Africa, Algeria, Libya, Morocco, Tunisia

English language annotations of articles from 13 French language periodicals covering educational materials of interest to North Africans are included in this annotated bibliography. Citations are categorized by country. Topics touch on philosophy and theory of education, educational statistics, education organization by grade and type, adult education, teacher training, artistic education, special education, and Arabization and bilingualism. A special essay is included with references on the topic of cooperation in the form of teacher, student, training personnel, and material exchange. A list of sources and authors concludes the bibliography. (JH)

ED 098 821 FL 006 612

Buck, Kathryn, Comp. Haase, Arthur, Comp. **Textbooks in German 1942-1973: A Descriptive Bibliography.**

Modern Language Association of America, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[74]

Contract—OEC-72-2489

Note—173p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Anthologies, \*German, Higher Education, \*Instructional Materials, Junior High Schools, Language Instruction, Secondary Education, Supplementary Textbooks, \*Textbooks

Identifiers—National Defense Education Act Title VI, NDEA Title VI

This annotated bibliography lists German textbooks published in the United States for use in junior high, high school, and college by students whose first language is English. Intended for those interested in researching old and writing new texts, as well as for those searching for an extant volume for classroom use, the bibliography consists of 645 entries. With the exception of a few books published prior to 1942 which are still in print, all books listed were published between 1942 and 1973. The texts are categorized according to their main pedagogical purpose, and each appears only once. The categories

are: (1) beginning texts; (2) intermediate texts; (3) integrated series; (4) science grammars; (5) reference grammars; (6) composition and conversation texts; (7) general readers; (8) cultural readers and anthologies; (9) science and other area readers; and (10) anthologies of poetry, prose, and drama. In appendix A supplementary materials of the following types are cited: (1) workbooks, (2) phonetics and pronunciation texts, (3) word and idiom lists, (4) self-teaching books, (5) guides for travelers, (6) translation texts, and (7) dictionaries. Appendix B consists of general bibliography references and a list of works on language teaching methodology. (PMP)

ED 099 115 PS 007 572

Howard, Norma K., Comp.

**Cultural and Cross Cultural Studies: An Abstract Bibliography.** Catalog No. 124.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date—Dec 74

Note—57p.

Available from—Publications Office, I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 124, \$2.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Bibliographies, Cognitive Development, \*Cross Cultural Studies, \*Cultural Differences, Day Care Programs, \*Elementary Education, Emotional Development, Foreign Countries, Language Development, \*Preschool Education, Resource Units, Social Development

This selective bibliography cites recent ERIC documents describing cultural differences and their influence on children's cognitive, social, emotional, and language development. The bibliography is divided into three sections: (1) Cultural Differences; (2) Preschool Education and Day Care; and (3) Elementary Education (contains many social studies units). Citations are taken from "Research in Education (RIE); March 1972 through September 1974, and from "Current Index to Journals in Education (CIJE); April 1972 through September 1974. The descriptor (index) term used to search "RIE" and "CIJE" was "Cross Cultural Studies." (Author/CS)

ED 099 290 SO 007 988

Saad, Geil, Comp.

**Selected Bibliography and Abstracts of Educational Materials in Pakistan.** Vol. 7, No. 3, 1973. Period Covered, July-September 1973.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-53000-03

Pub Date—73

Note—57p; ED 097 238 is a related document

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Curriculum Development, \*Educational Administration, Educational Objectives, Educational Policy, \*Educational Research, Elementary Secondary Education, Higher Education, \*Libraries, Student Problems, Teacher Education, Teaching Methods, Technical Education, Textbooks, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 101 entries of selected, educationally oriented materials from Pakistani journals, newspapers, and government publications. The materials are organized into 27 categories: administration, organization, and financing of education; adult education; agricultural education; childhood education; comparative education; curriculum; development of education; education goals, planning, and reforms; elementary and

secondary education; examinations; health education; higher education; teaching languages, literature for children; philosophy of education; science education; students' problems; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; general and libraries (a special section). An index of writers completes the bibliography. (JH)

ED 100 755 SO 008 032

Slodkowski, Wladyslaw, Ed.

**Selected Bibliography of Polish Educational Materials.** Vol. 12, No. 4, 1973.

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-54000-04

Pub Date—73

Note—82p; Vol. 12, No. 3 in this series is available as ED 096 211

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Education History, Educational Legislation, Educational Practice, Educational Research, Education Sociology, Elementary Secondary Education, \*Foreign Countries, Higher Education, Reference Materials, Schools, Social Sciences, Teachers, Vocational Education

Identifiers—\*Poland

Books, papers, and articles which were available from September to November 1973, are listed in this bibliography of Polish educational materials. Entries are arranged alphabetically by author under the following subjects: history of education, law and legislation, general information on education, social and educational sciences, teacher's profession, and schools and institutions (by type or level). Polish titles are followed by English translations and document annotations. An index to authors and editors concludes the bibliography. (JH)

ED 101 512 EC 001 212

McCaill, William P., And Others

**Directory of Organizations Interested in the Handicapped.** (Revised 1974).

People-To-People Committee for the Handicapped, Washington, D.C.

Spons Agency—George Washington Univ., Washington, D.C.; Social and Rehabilitation Services (DHEW), Washington, D.C.

Pub Date—74

Note—51p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adults, Agencies, \*Directories, \*Employment, Employment Potential, Exceptional Child Services, Federal Government, \*Handicapped Children, International Organizations, \*National Organizations, \*Rehabilitation

The directory lists 98 private and federal agencies and organizations concerned with the technique, training, treatment, devices, and procedures used in rehabilitating and employing the handicapped. Listings are in alphabetical order and usually include address and telephone number, names of executive officers, and a description of purposes, programs, and publications. Organizations such as the American Association on Mental Deficiency, the Blind Veterans Association, and the U.S. Civil Service Commission are included. Also provided are names and addresses of approximately 120 additional organizations interested in the handicapped. (LS)



## ED 102 088 SO 008 156

Soad, Gei, Comp.

**Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 7 Number 4, 1973. Period Covered, October-December 1973.**

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-73-53000-04

Note—61p; A related document is ED 074 847

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Childhood, Comparative Education, Curriculum Development, \*Educational Administration, \*Educational Finance, Educational Objectives, \*Educational Policy, \*Educational Research, Elementary Education, Higher Education, Literacy, Psychology, Social Sciences, Teacher Education, Womens Education

This annotated bibliography lists 105 entries of selected educational materials from Pakistan covering the period October-December 1973. The materials are organized into 24 categories as listed for related document ED 074 847. In addition, three sections are presented on higher education, literacy, and teacher education. A special section concerns the teaching of languages. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An author index is included. (Author/DE)

## ED 106 203 SO 008 343

Azouz, Azzedine

**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 6, Number 4, 1972.**

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—73

Note—49p; For a related document, see ED 098 450; Best Copy Available

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Bibliographies, Bilingual Education, \*Comparative Education, Developing Nations, Educational Development, \*Educational Problems, Educational Theories, Elementary Secondary Education, Higher Education, \*International Education, Vocational Education

Identifiers—\*Africa, Algeria, Libya, Morocco, Tunisia

English language annotations of newspapers and government publications covering educational materials of interest to North Africans to (1) raise the consciousness of their Islamic and Arabic heritages (Arabization) and (2) to adapt education to the problems of the multilingual population are included in this bibliography. Citations are categorized by country. Topics include the philosophy and theory of education, educational organization, vocational education, adult education, and Arabization and bilingualism. A list of sources and authors concludes the bibliography. (JR)

## ED 106 218 SO 008 394

Słodkowski, Władysław, Ed.

**Selected Bibliography of Polish Educational Materials. Volume 13, Number 2, 1974.**

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-54005-02

Pub Date—75

Note—125p; For a related document, see ED 100

755

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Educational History, Educational Practice, Educational Research, Educational Sociology, Elementary Secondary Education, \*Foreign Countries, Higher Education, \*Reference Materials, Schools, Social Sciences, Teachers, Vocational Education

Identifiers—\*Poland

One hundred books, papers, and articles which were available from March to May 1974 are listed in this bibliography of Polish educational materials. Entries are arranged alphabetically by author or editor under the following subjects: history of education, general information on education, social and educational sciences, teacher's profession, and schools and institutions by type or level. Polish titles are followed by English translations and document annotations. An index to authors and editors concludes the bibliography. (ND)

## ED 107 586 SO 008 412

Słodkowski, Władysław, Ed.

**Selected Bibliography of Polish Educational Materials. Volume 13, Number 1, 1974.**

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-54055-01

Pub Date—75

Note—75p; For related document, see SO 008 394

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Comparative Education, Educational History, Educational Legislation, Educational Practice, Educational Research, Educational Sociology, Elementary Secondary Education, \*Foreign Countries, Preschool Education, \*Reference Materials, Schools, Social Sciences, Teachers, Vocational Education

Identifiers—\*Poland

One hundred books, papers, and articles that were available from November 1973, to January, 1974, are listed in this bibliography of Polish educational materials. Entries are arranged alphabetically by author or editor under the following subjects: history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, and schools and institutions by type or level. Polish titles are followed by English translations and document annotations. The bibliography concludes with an index to authors and editors. (ND)

## ED 107 593 SO 008 447

Soad, Gei, Comp.

**Selected Bibliography of Educational Materials in Pakistan. Vol. 8 No. 1, 1974. Period Covered January-March 1974.**

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-53392/1

Pub Date—[74]

Note—59p; Related documents are ED 086 568 and 579; SO 007 659 and 660

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Abstracts, Adult Education, \*Annotated Bibliographies, Comparative Education, \*Educational Development, Educational Philosophy, Educational Policy, \*Educational Research, Elementary Secondary Education, Higher Education, Teacher Education, \*Tests, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 102 entries of selected educational materials in Pakistan covering the period January-March 1974. The materials are

organized into 28 categories: Administration, Organization, and Financing of Education; Adult Education; Agricultural Education; Curriculum; Education Goals; Education Planning; Education Reforms; Elementary and Secondary Education; Extra-Curricular Activities; Higher Education; History of Education; Islamic Education; Libraries; Literacy; Medical Education; Literature for Children; Philosophy of Education; Psychology; Special Education; Students' Problems; Teacher Education; Teachers; Teaching Methods and Media; Technical Education; Textbooks; Women's Education; General; and a special section on Examinations. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An author index is included. (JR)

## ED 109 037 SO 008 467

Azouz, Azzedine And Others

**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 7, No. 1, 1973.**

Agence Tunisienne de Public Relations, Tunis (Tunisia)

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-55073-01

Pub Date—73

Note—47p; For a related document, see SO 008 343; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Education, African Culture, \*Annotated Bibliographies, Bilingual Education, \*Comparative Education, Developing Nations, Educational Development, \*Educational Problems, Educational Theories, Elementary Secondary Education, Higher Education, \*International Education, Special Education

Identifiers—\*Africa, Algeria, Libya, Morocco, Tunisia

English language annotations of newspapers and government publications covering educational materials of interest to North Africans to (1) raise the consciousness of their Islamic and Arabic heritages (Arabization) and (2) to adapt education to the problems of the multilingual population are included in this bibliography. Citations are categorized by country. Topics include the philosophy and theory of education, educational organization, adult education, teacher training, teaching aids, special education, and Arabization and bilingualism. A special section emphasizes the educational crisis in Morocco. A list of sources and authors concludes the bibliography. (ND)

## ED 109 712 CS 501 075

Reynolds, William M., Ed.

**World Resources, ERIC First Analysis: 1975-76 National High School Debate Resolutions; and Reading List Selected and Annotated.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill: Speech Communication Association, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Contract—NEC-072-4636

Note—101p; See related document CS01083

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Debate, \*Depleted Resources, Global Approach, International Programs, \*Natural Resources, \*Resource Allocations, Resource Materials, World Affairs, \*World Problems

Identifiers—\*National High School Debate Resolutions (1975-76)

This special issue of "The Forensic Quarterly" provides background information on the problem

chosen for the national high school forensic series for the 1975-76 academic year: What policy for the development and allocation of scarce world resources would best serve the interests of the people of the world? Section one is a profile of scarcity and discusses such topics as the definition of scarce world resources, scarcity in food resources, energy resources, and mineral resources. Section two focuses on present controls over the development and allocation of scarce world resources and discusses the definition of development and allocation, development and allocation through trade, distribution and allocation through assistance and private investment, and development and allocation through the international monetary system. Section three discusses the definition of control by an international organization, expansion and adaptation of existing models, and new initiatives. Section four is an annotated bibliography of books, general periodicals, and government periodicals related to the issue of world resources. (TS)

ED 110 155

PS 007 678

Maskovitz, Sarah

### Cross Cultural Early Education and Day Care: A Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.  
Pub Date—Jan 75  
Note—34p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 129, \$1.75)

EDRS Price MF-S0.83 HC-S2.06 Plus Postage.

Descriptors—\*Bibliographies, Child Care, Child Development, Comparative Education, \*Cross Cultural Studies, Cultural Differences, Cultural Environment, \*Day Care Programs, \*Early Childhood Education, \*Foreign Countries, Infancy

This ERIC Bibliography on cross cultural early education and day care is a collection of references for educators and researchers interested in how children are educated and cared for in other countries. References are grouped in 4 sections. (1) Cross cultural studies, (2) A collection of references for each of the 33 countries covered, (3) General early childhood topics, (4) General resources, including organizations and journals. (GO)

ED 110 403

SO 008 551

Azouz, Azzidine And Others

### Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 7, Number 3, 1973.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—73

Note—49p.; For a related document, see SO 008 515; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-S0.76 PLUS POSTAGE. HC Not Available from EDRS.

Descriptors—\*Adult Education, \*Annotated Bibliographies, Bibliographies, \*Comparative Education, Developing Nations, Educational Development, Educational Philosophy, \*Educational Problems, \*Educational Research, Educational Theories, Elementary Secondary Education, Higher Education, \*Illiteracy, International Education, Mechanical Teaching Aids  
Identifiers—\*Africa, Algeria, Libya, Morocco, Tunisia  
This bibliography includes English language an-

notations of newspapers and government publications covering educational materials of interest to North Africans (1) to raise the consciousness of their Islamic and Arabic heritages and (2) to adapt education to the problems of the multilingual population. Citations are categorized by country. Within the major categories are subtopics that include philosophy and theory of education, educational organization, adult education, teaching aids, special education, and a special section on illiteracy. Lists of periodical sources and authors conclude the bibliography. (ND)

ED 113 262

SO 008 663

Saad, Geli, Comp.

### Selected Bibliography of Educational Materials in Pakistan, Vol. 8, No. 2, 1974: Period Covered, April-June, 1974.

National Science Foundation, Washington, D.C. Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-53392-2

Pub Date—74

Note—59p.; Not available in hard copy due to marginal legibility of original document; For a related document, see ED 107 593

EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Adult Education, \*Annotated Bibliographies, \*Comparative Education, \*Educational Development, Educational Philosophy, Educational Policy, Educational Research, Elementary Secondary Education, Higher Education, Teacher Education, \*Teachers, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 103 entries of selected educational materials in Pakistan covering the period April through June, 1974. The materials are organized into 28 categories: Administration, Organization, and Financing of Education; Adult Education; Comparative Education; Curriculum; Education Goals; Educational Planning; Education Reforms; Educational Research; Examination; Health Education; Higher Education; History of Education; Islamic Education; Teaching of Languages; Libraries; Medical Education; Philosophy of Education; Psychology; Science Education; Sociology; Students' Problems; Teacher Education; Teaching Methods and Media; Technical Education; Textbooks; Women's Education; General; and a special section on Teachers. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An author index concludes the document. (JR)

ED 117 030

SO 008 884

Saad, Geli, Comp.

### Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 8, No. 3, 1974. Period Covered, July-September 1974.

National Science Foundation, Washington, D.C. Office of Education (DHEW), Washington, D.C.

Report No.—TT 74-53392/3

Pub Date—74

Note—54p.; Not available in hard copy due to marginal legibility of original document; For related document, see ED 113 262

EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Childrens Literature, \*Comparative Education, Educational Administration, \*Educational Development, \*Educational History, Educational Planning, Elementary Secondary Education, Health Education, Higher Education, Libraries, Sociology, Textbooks, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 102 selected educational materials in Pakistan covering the period July through September 1974. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. The entries are organized into 26 categories: Administra-

tion, Organization, and Financing of Education; Childhood Education; Curriculum; Education Goals; Education Planning; Educational Research; Elementary and Secondary Education; Examinations; Extracurricular Activities; Health Education; Higher Education; Islamic Education; Teaching Languages; Libraries; Literacy; Literature for Children; Medical Education; Professional Education; Science Education; Sociology; Teachers' Teaching Methods and Media; Textbooks; Women's Education; General; and a special section on the History of Education. An author index concludes the document. (ND)

ED 117 449

CE 006

Kelly, Thomas, Ed.

### A European Bibliography of Adult Education: Select List of Works in English, French, and German Published Up to and Including the 1973.

National Inst. of Adult Education, London (England).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, (France).

Pub Date—75

Note—67p.

Available from—National Institute of Adult Education, 35 Queen Anne Street, London, W1M 0AB, England (\$6.00)

### Document Not Available from EDRS.

Descriptors—\*Adult Education, \*Annotated Bibliographies, \*Foreign Countries, Indexes (Lists)

Identifiers—\*Europe

The volume is described as a first attempt to provide a brief bibliography of some of the most important work of European scholars in three languages—English, French, and German. The citations are divided into two general categories: general background and the teaching situation in first group cities separately in terms of general information and items from 20 European countries in the following areas: bibliographies and abstracts, periodical and historical and descriptive surveys. Items in the second section are not arranged separately by country. They focus on: general theories of adult education, including also leisure and education; permanent; the adult student: attitudes, mood, and characteristics; psychology of adult learning; including also group psychology and group dynamics; teaching methods, both general and multiple techniques, programmed learning, and broadcast and audiovisual techniques; evaluation; and training of adult educators. Typical bibliographic data provided together with an English annotation or briefly describes each entry. An author index is appended. (BP)

ED 118 479

SO 008

### African Heritage Curriculum Materials. Teacher Manual.

Museum of African Art, Washington, D.C.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Division of International Education.

Pub Date—75

Note—112p.

EDRS Price MF-S0.83 HC-S6.01 Plus Postage.

Descriptors—\*African Culture, \*African History, \*Area Studies, Art, Bibliographies, Cited Elementary Secondary Education, Ethnic Groups, Glossaries, Interdisciplinary Approach, Natural Resources, Philosophy, Recreation, Religion, Resource Materials, \*Social Studies, Teaching Guides, Transportation

Identifiers—Eliotson (Eliot), \*Ethnic Heritage Studies Program  
This guide for secondary teachers focuses on Saharan (Black) African history and culture, though the guide is intended to be used

conjunction with the audiovisual materials on African heritage produced by the Museum of African Art, it can also be used as a source of background reading for teachers and as a guide to additional teacher/student resources. The audiovisual component of the program, drawn from the Museum's Elisofon Photo Archives on Africa, is intended to serve as a supplement to existing curricula on Africa and as a basis and motivation for related activities and projects for individual student research. This Teacher's Manual provides short background readings on the 15 major subject areas treated in the materials: physical environment, natural resources, history, government, ethnic diversity, religion and philosophy, the arts, architecture, dress, education, work, economics and trade, communication, transportation, and recreation. Also included in the manual are descriptions of and scripts from the audiovisual program component, objectives and suggested classroom activities to help teachers develop units of study around the audiovisuals, and bibliographies of books and journal articles. Although intended to be used in junior and senior high schools, these materials can be adapted to other educational levels. (RM)

**ED 123 187** SO 009 168  
Saad, Gati, Comp.

**Selected Bibliography and Abstracts of Educational Materials in Pakistan.** Vol. 8, No. 4, 1974.

Period Covered, October-December 1974. National Science Foundation, Washington, D.C. Office of Education (DHEW), Washington, D.C. Report No.—TT-74-53392-4

Pub Date—[74] Note—52p.; For related document, see ED 117 030; Reproduced from best copy available.

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.** Descriptors—\*Annotated Bibliographies, \*Comparative Education, Educational Administration, Educational Change, \*Educational Development, Educational Objectives, Educational Philosophy, \*Educational Planning, Elementary Secondary Education, Libraries, Science Education, Sociology, Teacher Education, Teaching Methods, Technical Education

Identifiers—\*Pakistan

This annotated bibliography lists 100 selected educational materials from Pakistan covering the period October through September 1974. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. The entries are organized into 21 categories: Administration, Organization, and Financing of Education; Development of Education; Educational Goals; Educational Planning; Educational Reforms; Educational Research; Elementary and Secondary Education; Examinations; Extracurricular Activities; Higher Education; Libraries; Medical Education; Philosophy of Education; Sociology; Teacher Education; Teachers; Teaching Methods and Media; Technical Education; Textbooks; General; and a special section on Science Education. An author index concludes the document. (DE)

**ED 125 808** RC 009 288  
**Rural Education, A Selected Bibliography (with ERIC Abstracts).** ERIC/CRESS Supplement No. 2.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date—July 76 Contract—400-75-0025

Note—352p.; For related document, see ED 107 429

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin,

**EDRS Price MF-50.83 HC-\$19.41 Plus Postage.** Descriptors—\*Abstracts, \*Annotated Bibliographies, \*Citation Indexes, Developing Nations, Educational Research, \*Periodicals, Program Descriptions, Rural Areas, Rural Development, Rural Education, Rural Population, Rural Schools, \*Rural Urban Differences, Rural Youth, Small Schools, Southern States, Subject Index Terms

Complied to provide access to some of the latest resource material, research findings, and/or developments in rural education, this bibliography supplements six previous publications, providing cumulative coverage. Part I of this supplement contains 267 citations and abstracts taken from the April 1975 through March 1976 issues of "Resources in Education" (RIE). Each RIE entry includes an Educational Resources Information Center (ERIC) accession number, publication date, title, author(s), descriptors, identifiers, descriptive note, and an abstract. Derived from the April 1975 through March 1976 issues of "Current Index to Journals in Education" (CIJE), Part II includes 72 citations which are annotated when necessary. Each CIJE entry includes an ERIC accession number, publication date, title, author(s), descriptors, identifiers, and journal citation. A wide variety of material (annual reports, technical reports, books, program descriptions, etc.) is covered. Subject areas most frequently cited include: rural development; rural schools; small schools; rural population; rural urban differences; rural areas; program descriptions; and developing nations. Part III presents an RIE/CIJE subject index, while Part IV provides a list of the standing order microfiche collections. Ordering information is appended. (IC)

**ED 127 246** SO 009 356

Goraff, Sheila, Comp. And Others

**Films on Africa: An Educators Guide to 16mm Films Available in the Midwest.**

Wisconsin Univ., Madison. African Studies Program.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 74 Note—74p.; Not available in hard copy due to too small type.

Available from—African Studies Program, University of Wisconsin, 1450 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706 (\$1.00)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*African Culture, \*African History, Catalogs, Developing Nations, Elementary Secondary Education, \*Filmographies, \*Films, Foreign Countries, Higher Education, Indexes (Locators), Instructional Films, International Education, Political Science, \*Resource Guides, Single Concept Films, Social Studies

Identifiers—\*Africa, United States (Midwest)

This is a compendium of almost 700 16mm films about Africa. The guide lists existing resources that are readily available in the Midwest to educators in elementary and secondary schools, colleges, universities, and communities. Selected were films being distributed by nonprofit educational, religious, and commercial distributors; films from African embassies and United Nations missions; documentary and feature films; and films of both very high and low quality. Stereotyping, insulting, or biased films are included as illustrative of differing political orientations and conflicts in Africa. Chapter one lists the films by topic which some college-level Africanists use, and it offers some evaluation of films. Chapter two lists available films by title and provides multiple sources for each by code along with their 1974 prices. Descriptive information and appropriate grade level are provided if known. Chapter three lists film distributors by state and gives their addresses and assigned codes. The document concludes with an annotated list of sources of

**ED 127 811** FL 007 955

**Language Research in Progress: Report No. 2. A Cross-Referenced List of Documented Language Research Projects Current June-November 1965.**

Center for Applied Linguistics, Washington, D.C. Pub Date—Dec 65

Note—44p.; For related documents, see ED 035 886; 012 024; 012 025; 012 909; 018 797; 025 775; 029 299; 034 197; 040 384; and FL 007 956

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.** Descriptors—Abstracts, Catalogs, \*Indexes (Locators), Information Dissemination, Information Retrieval, \*Information Services, \*Language Research, \*Research Projects, Subject Index Terms, \*Thesauri

In late 1964 the Center for Applied Linguistics began a continuing file of Language Research in Progress (LRIP). This second report in the LRIP series summarizes information received on research current between June 1 and November 30, 1965.

LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The information is stored at the Center for Applied Linguistics, Washington, D.C. This report is divided into three lists. Part I includes main and sub-categories and cross-references, including the Thesaurus. Reference numbers of research projects dealing with these categories follow each entry. Part II is a combined alphabetical listing of research personnel and institutions, also followed by the relevant project numbers. Part III gives investigator, institution and Project title, arranged in numerical sequence by the reference numbers used in Parts I and II. LRIP will provide an abstract of any research project reported in this document. (CHK)

**ED 127 812** FL 007 956

**Language Research in Progress: Report No. 3. A Cross-Referenced List of Documented Language Research Projects Current December 1965-June 1966.**

Center for Applied Linguistics, Washington, D.C. Pub Date—June 66

Note—44p.; For related documents, see ED 035 886; 012 024; 012 025; 012 909; 018 797; 025 775; 029 299; 034 197; 040 384; and FL 007 955

**EDRS Price MF-50.83 HC-\$2.06 Plus Postage.** Descriptors—Abstracts, Catalogs, \*Indexes (Locators), Information Dissemination, Information Retrieval, \*Information Services, \*Language Research, \*Research Projects, Subject Index Terms, \*Thesauri

This third report in the Language Research in Progress (LRIP) series summarizes information received on research current between December 1965 and June 1966. LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The information is stored at the Center for Applied Linguistics, Washington, D.C. This report is divided into three lists. Part I includes main and sub-categories and cross-references, including the Thesaurus. Reference numbers of research projects dealing with these categories follow each entry. Part II is a combined alphabetical listing of research personnel and institutions, also followed by the relevant project numbers. Part III gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II. LRIP will provide an abstract of any research project reported in this document. (CHK)

**ED 128 253** SO 009 351

Azzou, Azzidine And Others

**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia.** Vol. 8, No. 3, 1974.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Washington, D.C.; Office of Education (DHEW), Washington, D.C.  
Report No.—TT-75-55070-3  
Pub Date—74

Note—46p; Not available in hard copy due to legibility of original document; For related documents, see SO 009 352 and ED 123 180  
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, \*Annotated Bibliographies, Art Education, Bilingualism, \*Comparative Education, Developing Nations, Educational Philosophy, \*Educational Practice, Educational Problems, \*Educational Programs, Educational Theories, Elementary Secondary Education, Higher Education, Teacher Education, Vocational Education  
Identifiers—\*Africa, Algeria, Libya, Morocco, Tunisia

This bibliography contains 100 English-language annotations of newspaper articles and government publications from four North African nations. All of the items were published July-September 1974. Annotations are categorized by topic: philosophy and theory of education, educational level, special adult education, teacher training, teaching methods and aids, artistic education, Arabization and bilingualism, and a special section on educational problems in Morocco. A list of periodical sources concludes the document. (ND)

ED 128 254 SO 009 352

Azzouz, Azzidine. *And Others*

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 8, No. 4, 1974.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-55070-4

Pub Date—74

Note—46p; Not available in hard copy due to legibility of original document; For related documents, see SO 009 351 and ED 123 180

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Agricultural Education, \*Annotated Bibliographies, Bilingualism, \*Comparative Education, Developing Nations, Dropouts, Educational Philosophy, \*Educational Practice, \*Educational Programs, Educational Theories, Elementary Secondary Education, Higher Education, Religious Education, Special Education, Teacher Education, Vocational Education  
Identifiers—\*Africa, Algeria, Libya, Morocco, Tunisia

This bibliography contains 100 English-language annotations of newspaper articles and government publications from four North African nations. All of the items were published October-December 1974. Annotations are categorized by topic: philosophy and theory of education, educational level, adult education, special education, teacher training, teaching methods and aids, agricultural education, religious education, Arabization and bilingualism, and a special section on school dropouts. A list of periodical sources concludes the document. (ND)

ED 128 278 SO 009 397

Saad, Geil. *Comp.*

Selected Bibliography of Educational Materials in Pakistan, Vol. 9, No. 1, Period Covered January-March 1975.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-53354-01

Pub Date—75

Note—53p; Not available in hard copy due to marginal legibility of original document; For a related document, see ED 113 262

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, \*Annotated Bibliographies, Childrens Books, \*Comparative Education, \*Educational Administration, \*Educational Development, \*Educational Finance, Educational Objectives, Educational Philosophy, Educational Planning, Elementary Secondary Education, Higher Education, Libraries, Medical Education, Psychology, Sociology, Student Problems, Teacher Education, Teaching Methods, Tests, Textbooks, Womens Education  
Identifiers—\*Pakistan

This annotated bibliography lists 100 entries of selected educational materials published in Pakistan during the period January through March 1975. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. The materials are organized into 32 categories: adult education; childhood education; curriculum; development of education; educational goals; educational planning; educational reforms; elementary and secondary education; examinations; extracurricular activities; health education; higher education; history of education; teaching of languages; libraries; literacy; literature for children; medical education; philosophy of education; professional education; psychology; sociology; special education; students' problems; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; general education-related materials; and a special section on administration, organization, and financing of education. An index to the authors represented in this bibliography concludes the document. (ND)

ED 128 652 CE 008 107

Schroeder, Wayne E.

Technical and Vocational Education Planning. An International Annotated Bibliography of ERIC Documents. Bibliography Series No. 35.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-184

Pub Date—June 76

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Abstracts, \*Annotated Bibliographies, Curriculum Development, \*Educational Planning, Educational Policy, Policy Formation, Staff Improvement, \*Technical Education, \*Vocational Education

Organized following the format of the International Conference on Technical and Vocational Education at Denver, Colorado (June 1976), this annotated bibliography presents over 160 resumes selected from the Educational Resources Information Center (ERIC). Intended as a resource for technical and vocational education planners and practitioners from various countries, the resumes are organized to reflect the three conference program themes: Policy formulation and planning, curriculum development, and staff development. References were selected on the basis of their potential for international application and were limited to materials that have been entered into ERIC since 1970, with the exclusion of journal articles. The resumes include title, author(s), institutional source, sponsoring agency, publication date, number of pages, availability, and a document abstract. Ordering information for EDRS (ERIC Document Reproduction Service) reproductions is provided in the introductory section. (Author/RG)

ED 128 826 CS 202 942

Cole, Richard R. *Comp. Keel, Vernon A. *Comp.**

1975 International Communication Division Membership Directory and International Guide. Association for Education in Journalism.

Pub Date—June 75

Note—146p.

Available from—Prof. V.A. Keel, The Printing Laboratory, Dept. of Journalism and Mass Communication, South Dakota State Univ., Brookings, South Dakota 57006 (\$1.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—College Programs, \*Directories, Higher Education, International Organizations, International Programs, \*Journalism, \*Mass Media, Professional Associations, \*Program Guides

Identifiers—AEJ, \*Association for Education in Journalism

This directory provides biographical information, including work experiences, recent publications, and geographical preferences, for 169 members of the International Communication Division of the Association for Education in Journalism. A guide to international journalism and communication programs, arranged according to country and intended for use by persons interested in international communication, is also included. (KS)

ED 128 890 EA 008 660

Open Area Schools. Bibliographies in Education No. 17.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—C-71101

Pub Date—Jan 71

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Bibliographies, Educational Environment, \*Educational Facilities, Elementary Education, Flexible Facilities, Open Education, \*Open Plan Schools, Publications, School Buildings, \*School Design

This booklet lists 100 books, articles, and theses dealing with the general topic of open plan schools. Most of the publications listed were published between 1965 and 1970, although a few entries are included from the period 1960-1965. ED numbers are given for those books that have been indexed and abstracted through the Educational Resources Information Center (ERIC) system. Sources consulted in preparing the bibliography include "Canadiana," "Canadian Education Index," "Cumulative Book Index," "Current Index to Journals in Education," "Directory of Education Studies in Canada," "Education Index," "Education Studies in Canadian Universities," "Research in Education," and "Research Studies in Education." (JG)

ED 128 952 EA 008 728

Lopez, Lois V. *Comp.*

Education Directory. Education Associations 1976.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-76-01040

Pub Date—76

Note—114p.; For a related document, see ED094464

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01538-2, \$1.85)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Colleges, \*Directories, \*Education, \*Honor Societies, International Organizations, National Organizations, \*Organizations (Groups), \*Professional Associations, Religious Education, Teacher Associations

Based on replies to a questionnaire sent by the Office of Education to education associations and organizations, this directory is organized by (1) national and regional education associations; (2) college professional fraternities, honor societies, and recognition societies (national); (3) state education

associations; (4) foundations; (5) religious education associations; and (6) international education associations. Indexes are provided by name of association and by subject. (Author/MLF)

**ED 129 066** FL 007 951

*Brod, Richard J.*

**Survey of Foreign Language Course Registrations and Student Contact Hours in Institutions of Higher Education, Fall 1972 and Summer 1973. Final Report.**

Modern Language Association of America, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date—Jun 74

Contract—OEC-0-72-2489

Note—101p.; For related document, see ED 062 837

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—"College Language Programs, Enrollment Rate, French, German, Greek, "Higher Education, Italian, "Language Enrollment, "Language Instruction, Latin, Modern Languages, "National Surveys, Russian, "School Surveys, Second Language Learning, Second Languages, Spanish, Statistical Data, Student Enrollment, Uncommonly Taught Languages

Identifiers—National Defense Education Act Title VI, NDEA Title VI

This report is based on a questionnaire survey of all two-year and four-year colleges in the United States listed in the 1972-73 "Education Directory" (Part 3, Higher Education). Registrars at 2,614 institutions replied to the questionnaire; 2,419 reported registrations in one or more foreign languages. The fall 1972 survey shows a decline of 9.2% in total foreign language registrations between 1970, the year of the last previous investigation conducted by the MLA, and 1972. Registrations declined in French, German, Italian, Latin and Spanish, but increased slightly in Russian and significantly in Ancient Greek and a number of the so-called "other" or less commonly taught languages. Spanish continues to be the leading language in U.S. colleges, having displaced French from this position in 1970. The totals for summer 1973 show an estimated decline of 11.6% from the overall total of foreign language registrations recorded in the summer of 1971. The report consists of an introduction, 24 tables, and an institutional directory. The tables present summary data, by region and state, for the seven most commonly taught languages and for the aggregate of "other" languages, as well as detailed comparative figures from surveys undertaken in 1960, 1968 and 1970. (CHK)

**ED 129 072** FL 007 979

*Mandell, Gerry, Comp.*

**Spanish Language Film Catalog.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 75

Note—315p.; Not available from EDRS because type is too small to be filmed adequately

Available from—Dissemination and Assessment Center for Bilingual Education, 6504 Tractor Lane, Austin, Texas 78721 (\$4.50)

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, Audiovisual Aids, Biculturalism, "Bilingual Education, Catalogs, "Filmographies, "Foreign Language Films, Indexes (Locators), "Instructional Films, "Instructional Materials, Resource Guides, "Spanish

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

The continued growth of bilingual, multicultural education is accompanied by the need for supple-

mentary materials, including audiovisual teaching aids. This film catalog is an annotated listing of over 1900 Spanish language films. It is designed to provide teachers, teacher aides and librarians with a source guide for such films available for use in bilingual, bicultural classrooms. Film entries include cover subjects from Africa to zoology and range in interest level from preschool to adult in almost every subject area. A subject index by title, with interest level indicated, is included. Entries are annotated and arranged alphabetically by the English title. Film entries are in three paragraphs. The first gives titles in English and Spanish; the second indicates grade level, color or black-and-white, length, year of release, producer and distributor. The third paragraph gives a short description of the film. Publishers and distributors are listed in a separate index. (CHK)

**ED 129 096** FL 008 032

*Nuestel, Frank H., Jr.*

**Second Supplement to a Bibliography of Generative-Based Grammatical Analyses of Spanish.**

Pub Date—Aug 76

Note—17p.; For related documents, see ED 094 568 and ED 101 594

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—"Bibliographies, Form Classes (Languages), "Generative Grammar, Grammar, Linguistics, Linguistic Theory, "Phonology, "Semantics, Sentence Structure, "Spanish, "Syntax, Transformation Generative Grammar

This is the second supplement to "A Bibliography of Generative-Based Grammatical Analyses of Spanish." It includes all available materials that have appeared since February of 1975. This bibliography contains two general divisions: phonology and syntax/semantics. Information regarding the location of reviews and abstracts is included in most of the 82 citations. (Author/CFM)

**ED 129 653** SO 009 405

**Research, Teaching Training in Demography: A Directory of Institutions in the ESCAP Region. Asian Population Studies Series No. 8, Supplement No. 3.**

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand).

Report No.—E/CN.11/1007-ADD.3

Pub Date—75

Note—100p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—"Demography, "Directories, "Foreign Countries, Higher Education, Institutional Personnel, "Institutional Research, Institutions, Population Growth, Reference Books, "Research Projects, "Social Science Research

Identifiers—Asia

This directory contains information on 39 institutions and 108 projects of research teaching and training in demography in Asia and the Pacific. Eight countries are represented: Australia, Bangladesh, Hong Kong, India, Iran, Japan, New Zealand, and Pakistan. The following information is given for each institution: name, address, person in charge, professional staff, publications, and curricula. Information on research projects includes title, director, aim, area of research, publications, and date of completion. Most of the research projects are concerned with population growth and characteristics, fertility, mortality, migration, interrelations of demographic and other factors, and research methodology. Tables are included which show the scope of the entire survey to which this document is a third supplement. Among these is a list of all institutions surveyed, arranged alphabetically by each of 21 countries, with indicators showing which of the original or supplementary publications contain information about their projects. (AV)

**ED 129 700** SO 009 480

*Saad, Gert, Comp.*

**Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 9, No. 2, Period Covered April-June 1975.**

National Science Foundation, Washington, D.C. Office of Education (DHEW), Washington, D.C. Report No.—TT-75-53354/02

Pub Date—75

Note—53p.; For a related document, see SO 009 397; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Education, "Annotated Bibliographies, Childrens Books, "Comparative Education, Curriculum, "Educational Administration, "Educational Development, Educational Finance, Educational Objectives, Educational Philosophy, Elementary Secondary Education, "Foreign Countries, Higher Education, Instructional Materials, Language Instruction, Libraries, Medical Education, Psychology, Teaching Methods, Textbooks, Womens Education

Identifiers—"Pakistan

This annotated bibliography lists 101 entries of selected educational materials published in Pakistan during the period April through June 1975. Pakistani journals, newspapers, and government publications provide the source of the materials. They are organized into 28 categories: administration, organization, and financing of education; adult education; agricultural education; curriculum; development of education; education reforms; elementary and secondary education; examinations; extracurricular activities; health education; higher education; Islamic education; teaching of languages; libraries; literacy; literature for children; medical education; philosophy of education; professional education; psychology; science education; teachers; teaching methods and media; technical education; textbooks; women's education; general materials about teaching and facilities; and a special section on educational goals. An index to authors of the materials is included. (AV)

**ED 130 584** HE 008 355

*Smith, Margo L., Comp.*

**Directory of Latin American Studies Programs and Faculty in the United States. Publication No. 8. Latin American Studies Association, Inc., Gainesville, Fla.**

Pub Date—75

Note—296p.

Available from—CLASP/LASP Secretariat, Box 13362 University Station, Gainesville, Florida 32604 (\$7.00)

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.**

Descriptors—"Area Studies, Degrees (Titles), "Directories, Educational Resources, Faculty, "Higher Education, "Intercultural Programs, "Latin American Culture, "Program Descriptions, Questionnaires

Identifiers—CLASP, "Consortium of Latin American Studies Programs

Information about Latin American studies programs was gathered from a questionnaire sent to the institutional members of the Consortium of Latin American Studies Programs (CLASP). This directory contains that information. Included is a description of 66 programs, indices for the disciplinary specialties represented by the faculty members in each program, for the field studies opportunities offered by 41 of the programs, and for the Latin Americanist faculty employed in these programs. (Author/KE)

ED 130 587

HE 008 360

Chambers, M. M.

**Current Bibliography of Higher Education in****Other Nations.**

Illinois State Univ., Normal. Dept. of Educational Administration.

Pub Date—Sep 76

Note—67p.

Available from—Department of Educational Administration, Illinois State University, Normal, Illinois 61761 (\$2.00; Quantity discounts upon request)

**EDRS Price MF-00.83 HC-\$3.50 Plus Postage.**  
 Descriptors—\*Bibliographies, \*Books, Comparative Education, \*Foreign Countries, \*Higher Education, International Education, \*Periodicals, Reference Books, \*Reference Materials

This bibliography contains approximately 400 entries on the topic of higher education in other countries. Two items were written in the 1950's, 28 others in the 1960's. Seventy percent of the entries were written after 1974. Nearly all items are published in English, the remaining few in French or German. The bibliography is divided into books; reference works of multinational scope; periodicals; and articles. The articles cover 40 countries with principal emphasis on France, Great Britain, Canada, Australia, Federal Republic of Germany, Sweden, Norway, Denmark, Japan, U.S.S.R., India, and Italy. (JMF)

ED 130 965

SO 009 552

Silvester, Elizabeth, Comp.

**Canadian: A Student's Guide to Bibliographic Resources.**

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date—74

Note—26p.

**EDRS Price MF-00.83 HC-\$2.06 Plus Postage.**

Descriptors—American History, \*Annotated Bibliographies, \*Canadian Literature, Catalogs, Directories, Educational Resources, Government Publications, Indexes (Locators), Resource Guides, \*Resource Materials

Identifiers—\*Canada

This selected, annotated bibliography covers general Canadian resource materials. The bibliography is divided into two parts. Part one is a national bibliography of materials about Canada in general which includes guides to bibliographies, retrospective (history) materials, current materials, newspaper and periodical directories and catalogs, periodical indexes, and government documents. Part two contains materials about individual provinces, particularly the Atlantic provinces, Quebec and French Canada, Ontario, the prairie provinces, British Columbia, and the Yukon and northwest territories. In each section, entries are listed alphabetically by author. (ND)

ED 130 966

SO 009 553

Rider, Lillian, Comp.

**Canadian Manuscripts and Archives: A Student's Guide to Reference Sources.**

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date—75

Note—13p.

**EDRS Price MF-00.83 HC-\$1.67 Plus Postage.**

Descriptors—American History, \*Annotated Bibliographies, Annual Reports, \*Archives, Bibliographies, \*Canadian Literature, Directories, Libraries, Museums, Organizations (Groups), Resource Guides, \*Resource Materials

Identifiers—\*Canada

This annotated bibliography provides assistance to researchers in locating manuscripts and archival material on Canadian subjects. Two main sections comprise this guide. The first section lists bibliographies of manuscript and archival collections, annual reports of government archives, and union lists of manuscripts. The bibliographies determine that par-

ticular items exist at certain locations and they indicate the subject matter or nature of the collections. Part two contains directories of archives, museums and historical societies, and libraries. Directories indicate potential location of materials such as a special subject location in a library or the existence of an archive. Within each section, materials are listed alphabetically by author or source. (ND)

ED 131 018

SP 010 577

**Annotated Guide to Venereal Disease Instructional Materials Available in Canada.**

Department of National Health and Welfare, Ottawa (Ontario).

Pub Date—Jul 75

Note—43p.

**EDRS Price MF-00.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Audiovisual Aids, Communicable Diseases, \*Filmmographies, Foreign Countries, Health, \*Health Education, \*Instructional Materials, Sex Education, \*Venereal Diseases

Identifiers—\*Canada

This annotated guide to venereal disease instructional materials, available from Canadian sources, was compiled to assist educators and health workers in the presentation of complete up-to-date instruction and information in the school and community. The materials in this guide have been grouped under two major headings: "Printed Materials" and "Audio-Visual Materials." Printed materials are divided into two categories: (1) booklets and pamphlets and (2) charts and posters. Audio-visual materials are divided into seven subsections: (1) films, (2) filmstrips, (3) videotapes, (4) cassettes, (5) multimedia kits, (6) transparencies, and (7) records and tapes. Each item under the subsections is arranged in alphabetical order. All materials are classified according to age group suitability. Addresses and film rental policies of agencies are listed. (MM)

ED 132 657

EA 008 941

**Non-Formal Education. A.I.D. Bibliography Series: Education and Human Resources No. 2.**

Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

Pub Date—Feb 75

Note—79p.

**EDRS Price MF-00.83 HC-\$4.67 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Delivery Systems, Developing Nations, Educational Objectives, Educational Resources, Elementary Secondary Education, Indexes (Locators), \*Nonformal Education, Program Descriptions, Program Development, Publications

This annotated bibliography lists 195 publications related to the broad topic of nonformal education. Entries are arranged in five sections that focus in turn on the definition and scope of nonformal education, functions of nonformal education, delivery systems for nonformal education, target areas for nonformal education, and bibliographies relevant to nonformal education. Within each section, entries are listed alphabetically by author's name. Three indexes are also included: an author, publisher, and organization index; a geographical index; and a subject index. Although reports and documents published by the Agency for International Development are important elements of the bibliography, other materials covering the work of international agencies and various other organizations and individuals are also included. Many of the publications listed have been entered in the ERIC system and are available through the ERIC Document Reproduction Service. (Author/JG)

ED 132 833

FL 008 22

Johnson, Dora E. And Others.

**Languages of South Asia. A Survey of Materials for the Study of the Uncommonly Taught Languages.**

Center for Applied Linguistics, Arlington, Va. Spoken Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—300-75-0201

Note—52p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$3.95 each fascicle; complete set of 52 \$26.50)

**EDRS Price MF-00.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, Afro Asiatic Languages, \*Annotated Bibliographies, Bengali, Dialect Studies, Dictionaries, \*Dravidian Languages, Gujarati, Hindi, Instructional Materials, Kannada, Kashmiri, Language Instruction, Language Variation, Malayalam, Marathi, Nepali, Panjabi, Reading Materials, Sinhalese, Sino Tibetan Languages, Tamil, Telugu, \*Uncommonly Taught Languages, Urdu

Identifiers—Angami Naga, Ao Naga, Apatani, Assamese, Bangru, Bhilli, Bhojpuri, Boro, Brahui, Chakhesang Naga, Chepang, Chhatisgarhi, Daffa, Gallong, Garo, Gondi, Gorum, Gurung, Hindu, Irtani, \*Indo Aryan Languages, Jirel, Jungs, Khasi, Khasi Naga, Kanauri, Khaling, Khani, Kharia, Kolami, Konda, Korku, Kul, Kumaoni, Kurukh, Kuvshin, Lahnda, Maithili, Mundari Ho, Oraon, Oriya, Pargana, Parji, Pasani, Pengo, Remo, Santali, Shina, Sindhi, Sora, \*Tibeto Burman Languages, Tulu

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of South Asia. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). The emphasis is on materials for the adult learner whose native language is English. Languages are grouped according to the following classifications: Indo-Aryan Languages; Munda; Tibeto-Burman; Mon-Khmer Dravidian. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date, and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (Author/CFM)

ED 132 834

FL 008 22

Johnson, Dora E. And Others.

**Languages of the Middle East and North Africa. A Survey of Materials for the Study of the Uncommonly Taught Languages.**

Center for Applied Linguistics, Arlington, Va. Spoken Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—300-75-0201

Note—54p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$3.95 each fascicle; Complete Set of 52 \$26.50)

**EDRS Price MF-00.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, African Languages, Afro Asiatic Languages, \*Annotated Bibliographies, Arabic, Baluchi, \*Berber Languages, Chinese Languages, Dialects, Dictionaries, Hebrew, Indo-European Languages, Instructional Materials, Kabyle, Kurdish, Language Instruction, Language Variation, Pashto, Persian, Reading Materials, \*Semitic Languages, Tajik, \*Turkic Languages

Turkish, \*Uncommonly Taught Languages, Uralic Altaic Languages.  
 Identifiers—Afghan Persian, Algerian, Djebel Nafusi, Egyptian, \*Iranian, Iraqi, Libyan, Maltese, Mauritanian, Moroccan, Rif, Senhaya, Shawia, Shilha, Siwi, Sudanese, Syrian, Tamazheq, Tamazight, Tuareg, Tunisian, Zenaga

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of the Middle East and North Africa. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). The emphasis is on materials for the adult learner whose native language is English. Languages are grouped according to the following classifications: Turkish; Iranian; Semitic; Berber. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date, and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (Author/CFM)

**ED 132 835** FL 008 227  
 Johnson, Dora E. And Others  
 Languages of Eastern Asia. A Survey of Materials for the Study of the Uncommonly Taught Languages.

Center for Applied Linguistics, Arlington, Va.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—76  
 Contract—300-75-0201  
 Note—49p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$3.95 each fascicle; complete set of 8, \$26.50)

**EDRS Price MF-S0.83 HC-S2.06 Plus Postage.**  
 Descriptors—Adult Education, \*Annotated Bibliographies, Burial, Cantonese, \*Chinese, Dagur, Dialects, Dictionaries, Fochow, Instructional Materials, \*Japanese, \*Korean, Language Instruction, Language Variation, Mandarin Chinese, \*Mongolian, Reading Materials, Second Language Learning, Sino Tibetan Languages, Tibetan, \*Uncommonly Taught Languages  
 Identifiers—Amoy, Chakhar, Hakka, Kalmyk, Mongour, Ordos, Sherpa

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of Eastern Asia. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). The emphasis is on materials for the adult learner whose native language is English. Languages are grouped according to the following classifications: Chinese; Japanese; Korean; Mongolian; Tibetan. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date, and pagination. Reprints have been noted, and accompanying tapes and records listed where known. (Author/CFM)

**ED 132 860** FL 008 262  
 Johnson, Dora E. And Others  
 Languages of Southeast Asia and the Pacific. A Survey of Materials for the Study of the Uncommonly Taught Languages.

Center for Applied Linguistics, Arlington, Va.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date—76  
 Contract—300-75-0201

Note—73p.  
 Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$3.95 each fascicle; complete set of 8, \$26.50)

**EDRS Price MF-S0.83 HC-S3.50 Plus Postage.**  
 Descriptors—Adult Education, \*Annotated Bibliographies, \*Austro Asiatic Languages, Burmese, Cambodian, Dialects, Dictionaries, Indonesian, \*Indonesian Languages, \*Instructional Materials, Language Instruction, Language Variation, Lao, Malay, Reading Materials, \*Sino Tibetan Languages, Thai, \*Uncommonly Taught Languages, Vietnamese  
 Identifiers—Burma, Cambodia, Indonesia, \*Languages of the Pacific, Laos, Malaysia, Philippines, Thailand, Vietnam

This is an annotated bibliography of basic tools of access for the study of the uncommonly taught languages of Southeast Asia and the Pacific. It is one of eight fascicles which constitute a revision of "A Provisional Survey of Materials for the Study of the Neglected Languages" (CAL 1969). The emphasis is on materials for the adult whose native language is English. Languages are grouped according to the following classifications: Burma (and Yunnan); Cambodia, Laos, and Thailand; Vietnam; Indonesia and Malaysia; Philippines; Languages of the Pacific. Under each language heading, the items are arranged as follows: (1) teaching materials; (2) readers; (3) grammars; and (4) dictionaries. Annotations are descriptive rather than critical. Wherever possible each entry contains the following bibliographical information: author, title, place of publication, date, and pagination. Reprints have been noted, and accompanying tapes and records listed where known. Approximately 170 languages, too many to list on the resume, are dealt with. (Author/CFM)

**ED 133 239** SO 009 570  
 Hawkins, John N.

Teacher's Resource Handbook for Latin American Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Grade Twelve. UCLA Latin American Center Reference Series, Volume 6.

California Univ., Los Angeles. Latin American Center.

Pub Date—75  
 Note—230p.  
 Available from—Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Avenue, Los Angeles, California 90024 (\$2.50 paperback)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Area Studies, Bibliographies, Books, \*Cross Cultural Studies, Cultural Differences, Curriculum Evaluation, Elementary Secondary Education, Films, Filmstrips, Foreign Culture, \*Instructional Materials, International Studies, \*Latin American Culture, Maps, Measurement Instruments, Periodicals, Phonograph Records, \*Resource Materials, Slides, Social Studies, Tape Recordings, Transparencies  
 Identifiers—\*Central America, Mexico, South America

This handbook is an annotated bibliography of 1,347 instructional materials for teaching about Latin America. Existing materials are identified that can be used by precollegiate teachers of all subject areas. The handbook is arranged by grade levels—preschool and kindergarten, grades 1-3, grades 4-6, grades 7-9, grades 10-12, and ungraded. Within each section, materials are divided by geographic region and listed alphabetically according to their instructional formats. The region divisions include Caribbean, Central America, Mexico, South America, and Latin America. Types of materials include multimedia, books, films, filmstrips and slides, records and tapes, maps and transparencies, and posters and pictures. Bibliographies and journals are listed separately. Entries contain title, date,

description, price, and publisher. Some annotations provide an evaluation of the material's cross-cultural instructional value. A list of publishers and distributors is included for ordering materials. The handbook concludes with two evaluation forms which may assist teachers in selecting materials on the basis of their cross-cultural value and for purposes of general assessments. (ND)

**ED 133 240** SO 009 571  
 Hawkins, John N. Maksik, Jon

Teacher's Resource Handbook for Russian and East European Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Grade Twelve.

California Univ., Los Angeles. Center for Russian and East European Studies.

Pub Date—76  
 Note—54p.

Available from—Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Avenue, Los Angeles, California 90024 (\$2.50 paperback)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Area Studies, Books, \*Cross Cultural Studies, Cultural Differences, Curriculum Evaluation, Elementary Secondary Education, Films, Filmstrips, Foreign Culture, \*Instructional Materials, International Studies, Maps, Measurement Instruments, Phonograph Records, \*Resource Materials, Social Studies, Tape Recordings, Transparencies  
 Identifiers—\*Europe (East), \*USSR

This handbook is an annotated bibliography of 633 instructional materials for teaching about Russia and East Europe. Existing materials are identified that can be used by precollegiate teachers of all subject areas. The handbook is arranged by grade levels—preschool and kindergarten, elementary, junior high school, junior and senior high school, senior high school, advanced and non-graded. Within each section, materials are divided by the two regions and listed alphabetically according to their instructional formats. Types of materials include films, books, records and tapes, filmstrips and slides, maps and transparencies, posters and pictures, and multimedia. Entries contain title, date, description, price, and publisher. Some annotations provide an evaluation of the material's cross-cultural instructional value. A list of publishers and distributors is included for ordering materials. The handbook concludes with two model evaluation forms which may assist teachers in selecting materials on the basis of their cross-cultural value and for purposes of general assessments. (ND)

**ED 133 241** SO 009 572  
 Hawkins, John N.

Teacher's Resource Handbook for Asian Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Grade Twelve. California Univ., Los Angeles. Committee on Comparative and International Studies.

Pub Date—76  
 Note—194p.

Available from—Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Avenue, Los Angeles, California 90024 (\$3.00 paperback)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Area Studies, \*Asian Studies, Bibliographies, Books, \*Cross Cultural Studies, Cultural Differences, Curriculum Evaluation, Elementary Secondary Education, Films, Filmstrips, Foreign Culture, \*Instructional Materials, International Studies, Maps, Measurement Instruments, Periodicals, Phonograph Records, \*Resource Materials, Slides, Social Studies, Tape Recordings, Transparencies  
 Identifiers—\*Asia

This handbook is an annotated bibliography of 1,586 instructional materials for teaching about

Asia. Existing materials are identified that can be used by precollegiate teachers of all subject areas. The handbook is arranged by grade levels: preschool to grade 3, grades 4-6, junior high, senior high, and ungraded. Within each section, materials are divided by geographic region and listed alphabetically according to their instructional formats. The region divisions include East Asia, South Asia, Southeast Asia, and Pacific Islands. Types of materials include multimedia, books, films, filmstrips, slides, maps and transparencies, records and tapes, and posters and study prints. Bibliographies, miscellaneous resources and selected journals are listed separately. Entries contain title, date, description, price, and publisher. Some annotations provide an evaluation of the material's cross-cultural instructional value. A list of publishers and distributors is included for ordering materials. The handbook concludes with two model evaluation forms which may assist teachers in selecting materials on the basis of their cross-cultural value and for purposes of general assessment. (ND)

ED 133 242 SO 009 573

Hawkins, John N. Maksik, Jon

**Teacher's Resource Handbook for Near Eastern Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Grade Twelve.**

California Univ., Los Angeles. Gustave E. Von Grunbaum Center for Near Eastern Studies. Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 76  
Note 111p.

Available from—Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Avenue, Los Angeles, California 90024 (\$2.50 paperback)

EDRS Price MF-50.83 HC-\$4.67 Plus Postage. HC Not Available from EDRS.

Descriptors: \*Annotated Bibliographies, Bibliographies, Books, \*Cross Cultural Studies, Cultural Differences, Curriculum Evaluation, Elementary Secondary Education, Films, Filmstrips, Foreign Culture, \*Instructional Materials, International Studies, Maps, Measurement Instruments, \*Middle Eastern Studies, Phonograph Records, \*Resource Materials, Social Studies, Tape Recordings, Transparencies

Identifiers Middle East, \*Near East

This handbook is an annotated bibliography of 828 instructional materials for teaching about the Near East. Existing materials are identified that can be used by precollegiate teachers of all subject areas. The handbook is arranged by grade levels: primary, intermediate, and secondary. Within each section, materials are divided by region of the Near East and listed alphabetically according to their instructional formats. The region divisions include Arab Middle East, non-Arab Middle East, North Africa and the Sudan, the Arab-Israeli conflict, and religion. Types of materials include multimedia, books, films, filmstrips and slides, maps and transparencies, and records and tapes. Instructor's bibliographies are listed separately. Entries contain title, date, description, price, and publisher. Some annotations provide an evaluation of the material's cross-cultural instructional value. A list of publishers and distributors is included for ordering materials. The handbook concludes with two model evaluation forms which may assist teachers in selecting materials on the basis of their cross-cultural value and for purposes of general assessments. (ND)

ED 133 243 SO 009 604

Paulson, Roland G.

**Evaluating Educational Reform: An International Casebook.**

Spons Agency World Bank, Washington, D. C.  
Pub Date July 76  
Note 449p; For a related document, see ED 133

921

EDRS Price MF-50.83 HC-\$23.43 Plus Postage. Descriptors—Adoption (Ideas), \*Annotated Bibliographies, Bias, \*Case Studies, Change Strategies, Comparative Education, \*Developed Nations, \*Developing Nations, Educational Assessment, \*Educational Change, Educational Development, Educational Innovation, Educational Practice, Educational Research, Educational Theories, Elementary Secondary Education, \*Evaluation, Foreign Countries, Higher Education, National Programs, Organizational Change

Over 400 references relating to the theory and practice of educational reform in developed and developing nations comprise this annotated bibliography. Three objectives are to (1) provide a compilation of the literature on national educational change efforts; (2) stimulate nonbiased inquiry into causes, processes, and outcomes of educational reform; and (3) supplement the bibliographic work accompanying each national study in the World Bank Educational Reform and Economic Development Project. The annotations are presented in two parts. The first part cites theoretical, methodological, and general works relating to evaluation of educational reform efforts. The second part cites case studies that assess educational reform efforts in 57 developing countries and 26 developed countries. The annotations contain data extracted from the studies. These consist mainly of direct quotes chosen for their relevance to questions of appropriate rationales for educational reform, ideal scope and process of reform, and ideal major outcomes. To illustrate value bias in the literature, the study identifies six ideological views and lists the studies in the casebook which represent the bias of each orientation. The six categories are evolutionary and neo-evolutionary; structural-functional; system analysis; Marxist and neo-Marxist; the cultural and social movement; and anarchistic and utopian perspectives. An author index and a subject index are included. (Author/DB)

ED 133 289 SO 009 749

Stodkowski, Wladyslaw, Ed. And Others

**Selected Bibliography of Polish Educational Materials, Vol. 13, No. 3, 1974.**

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-54055-03

Pub Date—76

Note—81p; Translated into English by Bozena Koltz; For a related document, see ED 106 218

EDRS Price MF-50.83 HC-\$4.67 Plus Postage. Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Early Childhood Education, \*Educational History, \*Educational Methods, Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, Reference Materials, \*Research Problems, Schools, Social Sciences, Teacher Education, Vocational Education

Identifiers—\*Poland

One hundred and seventeen books, research reports, and journal articles which were available from June to August 1974 are listed in this annotated bibliography of Polish educational materials. Entries are arranged alphabetically by author or editor under six subjects: history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, and schools and institutions by type or level. Documents cover legal regulations of the right to learn; policy concerns; and research studies about student behavior, attitudes, and career selection. Polish titles are followed by English translations and document annotations. An index to authors and editors concludes the bibliography. (AV)

ED 133 291 SO 009 753

**Selected Bibliography of Egyptian Educational Materials, Vol. 1, No. 1, 1975.**

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—91p; For related documents, see SO 009 754-755; Best copy available

EDRS Price MF-50.83 HC-\$4.67 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Comparative Education, Curriculum, \*Developing Nations, Educational Legislation, Educational Philosophy, Elementary Secondary Education, Evaluation Methods, Higher Education, Illiteracy, Libraries, Religious Education, \*Research Reviews (Publications), School Statistics, Teachers, Teaching Methods, Womens Education

Identifiers—\*Egypt

There are 101 selected entries in this annotated bibliography of Egyptian materials on education published in 1975. Materials include journal articles, books, and government documents. The bibliography covers the following topics: laws and legislation, meetings and symposia, primary schools, preparatory schools, secondary schools, experimental schools, comprehensive schools, libraries, social education, sex education, special education, religious education, higher education, perpetual education, adolescence, womens education, educational philosophy, educational aids, educational statistics, examinations, library statistics, curricula, evaluation, teaching methods, teachers, and illiteracy. Bibliographic information is provided for each entry that includes author, title, source, and date. The bibliography concludes with an index to the authors. (ND)

ED 133 292 SO 009 754

**Selected Bibliography of Egyptian Educational Materials, Vol. 1, No. 2, 1975.**

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-59026-02

Pub Date—76

Note—80p; For related documents, see SO 009 753 and 755; Best copy available

EDRS Price MF-50.83 HC-\$4.67 Plus Postage.

Descriptors—\*Annotated Bibliographies, College Faculty, \*Comparative Education, Curriculum, \*Developing Nations, Educational History, Educational Legislation, Educational Planning, Elementary Secondary Education, Higher Education, Illiteracy, Organizations (Groups), \*Research Reviews (Publications), School Administration, Teachers, Teaching Methods, Textbooks, Womens Education

Identifiers—\*Egypt

There are 108 selected entries in this annotated bibliography of Egyptian materials on education published in 1975. Materials include journal articles, books, and government documents. The bibliography covers the following topics: adolescence, art education, child upbringing, comprehensive schools, curricula, educational change, educational aids, educational committees, educational organizations and bodies, educational planning, educational research, educational retardation, examinations, university faculties, higher education, educational history, hygienic education, illiteracy, immigrants, laws and legislation, meetings and conferences, educators, music education, educational philosophy, primary education, educational problems, Islamic religion education, school administration and organization, school clubs, social education, teachers, technological education, textbooks, and wom-



ens education. Bibliographic information is provided for each entry that includes author, title, source, and date. The bibliography concludes with an index to authors. (ND)

**ED 133 293** SO 009 755  
**Selected Bibliography of Egyptian Educational Materials**, Vol. 1, No. 3, 1975.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-59026-03  
 Pub Date—76

Note—68p. For related documents, see SO 009 753-754 Best copy available

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors.—"Annotated Bibliographies, College Faculty," "Comparative Education," "Developing Nations, Educational Legislation, Educational Problems, Elementary Secondary Education, Higher Education, Illiteracy, Personnel Management," "Research Reviews (Publications), Student Testing, Teachers, Teaching Methods, Womens Education

Identifiers.—Egypt

There are 101 selected entries in this annotated bibliography of Egyptian materials on education published in 1975. Materials include journal articles, books, and government documents. The bibliography covers the following topics: academic certificates and dissertations, art education, audiovisual aids, camps, civics curricula, conferences and meetings, cultural exchange, education problems, educational experiments, organizations, educational psychology, eradication of illiteracy, examinations, faculties and universities, graduates, laws, teaching methods, nurseries, parents and children, promotion of personnel, philosophy of primary education, postgraduate studies, primary education, private tutoring, reading, religion education, school administration and organization, school nutrition, scientific research, secondary education, sports education, teachers, womens education, and youth. Bibliographic information is provided for each entry that includes author, title, source, and date. The legislation and school administration sections provide information on pertinent activity rather than annotations of publications. The bibliography concludes with an index to authors and sources. (ND)

**ED 134 029** FL 008 343  
*Henzl, Vera M.*

**A Bibliography of Czech Teaching Materials.**

Pub Date—Dec 75

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors.—"Bibliographies," "Bilingualism," "Czech, Descriptive Linguistics, Diachronic Linguistics, Dictionaries, Encyclopedias, Grammar," "Instructional Materials," "Language Instruction, Language Planning, Linguistics, Linguistic Theory, Literature," "Resource Materials," "Second Language Learning, Slavic Languages, Teaching Methods, Textbooks, Uncommonly Taught Languages

This bibliography, compiled to meet the needs of linguists and teachers who intend to teach courses in Czech to foreigners and are in need of materials to develop a practical and linguistically sound curriculum, is organized under the following headings: (1) dictionary and encyclopedic materials, including monolingual Czech dictionaries and bilingual and multilingual dictionaries, (2) textbooks, (3) grammars, (4) language development and cultivation, (5) linguistic studies, (6) didactics, and (7) literature. Most of the entries are publications written in Czech or English. (CLK)

**ED 134 098** HE 008 576

*Houwing, J. F. Kristjanson, A. M., Eds.*

**Inventory of Research into Higher Education in Canada.**

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date—76

Note—59p.

Available from—Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Canada (\$3.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors.—Administrative Personnel, Adult Education, "Bibliographies, College Faculty, College Students, Curriculum Development, Educational Administration, Educational Finance, "Educational Research, Extension Education, "Foreign Countries, "Higher Education, Innovation, Instructional Staff, Manpower Needs, "Post Secondary Education, "Research Projects, Statistical Surveys, Teaching Methods

Identifiers.—Canada

This edition of the annual "Inventory of Research into Higher Education in Canada" contains a description of about 250 research projects that are in progress or were completed during 1975. Intended to be wide in scope, it includes not only research projects but also other contributions to the study of postsecondary education such as innovative and experimental projects, theses, articles, and statistical and other reports. The entries are numbered and classified under the following headings: general, administrative, finance, and manpower; curriculum and teaching; academic and nonacademic staff; students; and extension and continuing education. (LBH)

**ED 134 390** RC 009 664

*Edington, Everett D., Ed. And Others*

**An International Collection of Research on Rural Youth: Proceedings of the Rural Youth Seminar, Fourth World Congress of Rural Sociology (Torun, Poland, August 1976).**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Contract—400-75-0025

Note—47p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-050, \$4.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors.—"Abstracts," "Aspiration, Agriculture," "Annotated Bibliographies, Attitudes, Educational Opportunities, Elementary Secondary Education, Foreign Countries, Group Membership, Higher Education, Indexes (Locators)," "International Organizations, Occupational Choice, Research Methodology, Rural Development, "Rural Urban Differences, "Rural Youth, "State of the Art Reviews, Values

Identifiers.—International Network of Rural Youth Researchers

Constituting the first material accomplishment of the recently formed International Network of Rural Youth Researchers (INRYR), this annotated bibliography presents abstracts of 19 papers presented at the Fourth World Congress for Rural Sociology during the summer of 1976 at Torun, Poland in a seminar entitled "Rural Youth: Human Resource or Human Burden". While emphasis on rural youth and mode of presentation vary considerably, these papers constitute state of the art reviews relative to the country under discussion and address three major areas of concern: (1) the problem of preserving traditional rural values while simultaneously incorporating the more modern orientations of a technological society; (2) growing recognition on the part

of most countries of the interdependency of social and economic development; and (3) the problem of preserving rurality and/or rural ethnicity while simultaneously meeting national goals. Differences between the orientations of developed and developing nations are presented in this collection, as is the general consensus that comprehensive, long term rural development policies and procedures are needed to deal with problems related to rural youth. Additionally, this bibliography presents subject and title/author indices, availability information, and a listing of current INRYR members by country, title, and address. (JC)

**ED 135 014** CS 203 246

*McDonough, Irma, Ed.*

**Canadian Books for Children.**

Pub Date—76

Note—89p.

Available from—University of Toronto Press, 33 East Tupper St., Buffalo, New York 14203 (\$7.50 paper)

**Document Not Available from EDRS.**

Descriptors.—"Annotated Bibliographies, Awards, Biographies," "Canadian Literature," "Childrens Books," "Childrens Literature, Fiction, Folklore Books, Periodicals

The children's books listed and annotated in this book were selected by Canadian children's librarians; they represent the most informative and relevant books in print for children, providing knowledge and understanding of the Canadian environment and cultural milieu. Each entry indicates bibliographic information and availability. English-language books are listed under the categories picture books, folklore, social sciences, science, the arts, sports and recreation, literature (anthologies, poems, plays, and humor), fiction, geography and travel, biography, history, reference, professional reading, magazines for children, publishers' series, and award-winning books. French-language books are listed under the categories picture books, legends, literature (anthologies, theatre, and poetry), stories, documentaries, professional literature, journals, and children's book awards. A list of sources and an index complete the book. (JM)

**ED 135 689** SO 009 789

*Saad, Geti, Ed.*

**Selected Bibliography of Educational Materials in Pakistan**, Vol. 9, No. 3, 1975, Period Covered July-September 1975.

National Science Foundation, Washington, D.C. Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-53554/03

Pub Date—76

Note—51p. Not available in hard copy due to poor legibility of original document. For a related document, see ED 129 700

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors.—Adult Education, "Annotated Bibliographies," "Comparative Education, Curriculum," "Educational Administration, "Educational Development, Educational Finance, Educational Objectives, Educational Philosophy, Elementary Secondary Education, "Foreign Countries, Higher Education, Instructional Materials, Language Instruction, Libraries, Medical Education, Psychology, Teachers, Teaching Methods, Textbooks, Womens Education

Identifiers.—Pakistan  
 This annotated bibliography lists 99 entries of selected educational materials published in Pakistan during the period July through September 1975. Most of the materials are taken from Pakistani journals, newspapers, and government publications. They are arranged alphabetically by author within 26 categories: administration, organization, and financing of education; adult education; childhood education; curriculum; educational goals; educational planning; educational reforms; elementary and secondary education; examinations; higher edu-

cation; history of education; Islamic education; teaching of languages; libraries; literacy; medical education; philosophy of education; professional education; psychology; science education; teacher education; teaching methods and media; textbooks; women's education; general; and a special section on teachers. A writers' index concludes the bibliography. (AV)

**ED 135 723** SO 009 848  
**Selected Bibliography of Egyptian Educational Materials.** Vol. 1, No. 4, 1975.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-59026-04

Pub Date—76

Note—70p; For related documents, see SO 009 753-755

**EDRS Price MF-S0.83 HC-\$3.50 Plus Postage.** Descriptors—\*Annotated Bibliographies, Art Education, Civics, College Faculty, \*Comparative Education, Curriculum, \*Developing Nations, Educational History, Educational Psychology, Elementary Secondary Education, Higher Education, Illiteracy, Language Instruction, Mathematics, \*Research Reviews (Publications), Teacher Education, Universities  
 Identifiers—\*Egypt

This annotated bibliography of Egyptian publications on education contains 108 entries. Publications include journal articles, books, and government documents. The following educational topics are covered: adult education, teaching Arabic language, art education, audiovisual aids, teaching civil formation of committees, secondary school courses of study, industrial curriculum, developmental psychology, education and society, activities, administration, preparatory school aids, guides, reports from organizations, research, educators, university faculties, universities, teaching geometry, graduates, history of education, home economics, illiteracy, intelligence tests, laws, teaching mathematics, teacher education colleges, mental health, perpetual education, philosophy of education, politics, primary education, private education, religious education, school administration and organization, school theater, social psychology, sports education, student problems, teacher training, technical education, and care for mentally retarded. Each entry provides author, title, source, and date. The bibliography concludes with an index to authors and sources. (ND)

**ED 135 724** SO 009 855  
**What Is Inner Asia? Teaching Aids for the Study of Inner Asia.** No. 1.

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date—75

Note—38p; For related documents, see SO 009 856-858

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paperback)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Area Studies, Asian History, \*Asian Studies, Climatic Factors, \*Cultural Education, Culture Contact, Curriculum Development, Higher Education, History, \*Human Geography, Instructional Aids, \*Non Western Civilization, Physical Environment, Political Power, Secondary Education

This pamphlet is the first of a series aimed at helping college and high school teachers incorpo-

rate facts pertaining to Inner Asia into their courses. Written in a narrative style, the pamphlet defines Inner Asia as a "cultural concept," part of the Eurasian continent lying outside the boundaries of Europe, the Middle East, India, Southeast Asia, and East Asia. Its climate, which is colder and drier than that of surrounding countries, does not favor agriculture. Of its four natural vegetation regions (tundra, forest, desert, steppe), the steppe has provided most of Inner Asia's useful resources and a link to contact with other civilizations. Hardy Inner Asian horses allowed the natives to develop superior war-faring cavalries and military strength. The Mongolian area of the steppe belt was a convenient base for attacks on China. Within Inner Asia political unity was never complete, although communication and travel between the vegetation regions was not difficult. Personal nomadism and limited production of its most important commodity, the horse, made Inner Asia politically weak in the pre-modern age. Native groups living near its boundaries often were converted to the more "civilized" ways of neighboring countries. The author points out that "civilized" and "barbarian" are subjective terms relative to the cultures which use them. An annotated bibliography of 17 books is included. (AV)

**ED 135 725** SO 009 856  
**Why's, Turrell V. Tyble's Role in Inner Asia. Teaching Aids for the Study of Inner Asia.** No. 2.

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date—75

Note—27p; For related documents, see SO 009 855-858

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paperback)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Annotated Bibliographies, Area Studies, Asian History, \*Asian Studies, \*Cultural Education, Curriculum Development, Higher Education, Instructional Aids, Legends, \*Non Western Civilization, Political Influences, Religion, Secondary Education

Identifiers—\*Tibet

Second in a series of guides to help college and high school teachers incorporate information about Inner Asia into their courses, this pamphlet discusses the role of Tibet in Inner Asia. Aspects of Tibetan political and religious history are highlighted, and comments are made about the formative relationships Tibet had with her neighbors. Chapter one briefly discusses the Tibetan people. They exhibit two cephalic types, their language shows a dichotomy of linguistic origin, and there is a disparity between orthography and pronunciation of many words. Chapters two through nine review the history of Tibet from prehistoric times to the present. Legendary accounts about the origins of Tibetans are summarized. The original seventh century A.D. monarchy is described, and conversion from shamanism to Buddhism is documented. Invaders by the Mongols began in the Middle Ages, and subsequent political divisions of Tibet ensued. Secularism developed in Tibetan Buddhism in the 11th century, and the politically useful concept of reincarnation of lamas surfaced in the 14th century. Beginning in the 17th century, Tibet experienced political domination by the Manchu Emperor of China, Nepal, Britain, and China. Today, Tibet is regarded as an autonomous region of the People's Republic of China. Chapter ten is a selective, annotated bibliography of five books. (AV)

**ED 135 726** SO 009 857

*Penrose, G. Larry*

**The Inner Asian Diplomatic Tradition. Teaching Aids for the Study of Inner Asia.** No. 3.

Indiana Univ., Bloomington. Asian Studies Research Inst.

Spons Agency—Association for Asian Studies, Ann Arbor, Mich.

Pub Date—75

Note—23p; For related documents, see SO 009 855-858

Available from—Asian Studies Research Institute, Goodbody Hall 101, Indiana University, Bloomington, Indiana 47401 (\$1.00 paperback)

**EDRS Price MF-S0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Area Studies, Asian History, \*Asian Studies, \*Cultural Education, Curriculum Development, \*Foreign Policy, Higher Education, Instructional Aids, International Relations, \*Non Western Civilization, Political Attitudes, Political Influences, Secondary Education, Stereotypes

This pamphlet is the third in a series of guides developed to help college and high school teachers incorporate information about Inner Asia into their courses. A discussion of the diplomatic tradition of Inner Asia is presented. The author documents a strong political tradition that made possession of the Orkhon valley in the steppe region necessary for imperial leadership. Inner Asian imperial clans acquired the valley through a confederation process, convinced the neighboring Chinese that the clans were a threat, and tried to live in urban luxury by offering China peace in exchange for civilized goods. Common soldiers and lesser clans frequently forced changes in the imperial leadership that brought benefits of the diplomatic policy to new groups. The author believes this policy of diplomacy toward China provides a unifying theme for the study of Inner Asia and helps dispel the stereotype of the savage, nomadic barbarians of Inner Asia. A bibliographic note cites several books which describe eighth century A.D. Chinese political policy toward the steppe clans, and 13th century living conditions in the Mongol capital. (Author/AV)

**ED 136 289** CS 203 266

*Coughlan, Margaret N., Comp.*

**Folklore from Africa to the United States: An Annotated Bibliography.**

Library of Congress, Washington, D.C.

Pub Date—76

Note—162p; All illustrations have been deleted due to copyright restrictions

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 030-001-00066-4, \$4.50)

**EDRS Price MF-S0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*African Culture, \*African Literature, \*Annotated Bibliographies, Anthropology, \*Childrens Books, \*Folk Culture, \*Folklore Books

The purpose of this selective, annotated bibliography is to reveal original sources of African tales and to trace their relationship to stories carried to the West Indies and the American South. The works cited are available in the collections of the Library of Congress. In addition to collections of folklore, a few linguistic, ethnological, and anthropological studies and some travel accounts and government reports containing tales are included. The collections and studies are divided into the following categories: sub-Saharan Africa, West Africa, Southern Africa, Central Africa, East Africa, the West Indies, and the United States. Each of these sections includes studies and collections for adults and collections for children. (LL)

*Petrow, Julia A., Comp. McLane, Kathleen, Ed.*  
**Foreign Language, Area, and Other International Studies: A Bibliography of Research and Instructional Materials Completed under the National Defense Education Act of 1958, Title VI, Section 602, List No. 8.**

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education. ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.  
 Pub Date—77  
 Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (forthcoming).

**EDRS Price MF-50.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Area Studies, Bibliographies, Conference Reports, Elementary Secondary Education, Grammar, Higher Education, \*Instructional Materials, International Studies, Language Instruction, \*Language Research, \*Languages, Linguistics, Psycholinguistics, Reading Materials, Resource Materials, Second Language Learning, Second Languages, Teaching Methods, \*Uncommonly Taught Languages

Identifiers—\*National Defense Education Act Title VI, NDEA Title VI

This cumulative bibliography lists the research and instructional materials completed by October 30, 1976, under NDEA Title VI, Section 602. The bibliography is designed for use by scholars, curriculum specialists, and program planners concerned particularly with the teaching and learning of foreign languages and the availability of instructional materials for geographic area studies. It also will be useful to supervisors and teachers of foreign languages, particularly at the post-secondary level, and to those concerned with research in linguistics and the psychology of language learning. The listing is divided into two major sections, General Reports and Specialized Materials. General Reports is further divided into: (1) Studies and Surveys, (2) Conferences, (3) Linguistic Studies, and (4) Research in Language-Teaching Methods. Specialized Materials is divided into (1) Commonly Taught Languages, (2) Uncommonly Taught Languages, and (3) Foreign Area Studies. An index is provided, and an appendix lists items completed between November 1976 and May 1977. (Author/CLK)

ED 136 750 IR 004 472

**EUDISED AV Bulletin. Experimental Issue.**  
 Council of Europe, Strasbourg (France).

Pub Date—76  
 Note—96p.; For related documents, see IR 004 425-426; Best copy available

**EDRS Price MF-50.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Audiovisual Aids, Catalogs, Educational Resources, \*Experimental Programs, Filmographies, Foreign Language Films, Information Dissemination, \*Information Networks, Information Processing, Information Services, \*Instructional Media, \*International Educational Exchange, International Organizations, International Programs, Pilot Projects  
 Identifiers—EUDISED, \*European Documentation and Information System

As part of an experimental project to investigate the feasibility of collecting, processing, and disseminating educational information in a standardized way regardless of language, 250 audiovisual aids (50 from each EUDISED member nation) were catalogued. Entries were selected by a designated national information agency in each member country and cover a wide range of topics and teaching levels. Information provided for each aid includes title, author, producer, physical description, content summary, language, intended audience, use, or teaching objective, international interest, and availability. Subjects are indexed in French and English to facilitate international information searches. A

directory of national information agencies is provided. (STS)

ED 136 815 IR 004 609

*Aubrey, Irene E.*  
**Notable Canadian Children's Books.**  
 National Library of Canada, Ottawa (Ontario).

Pub Date—74  
 Note—103p.

**EDRS Price MF-50.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Canadian Literature, \*Children's Literature, Fiction, Nonfiction, School Libraries  
 Identifiers—Canada

This annotated bibliography dealing with Canadian children's books aims to show the historical development of the literature. Included within the bibliography are: (1) notable Canadian books from the eighteenth century to the modern period, (2) lists of books which were awarded a bronze medal for the years 1947-1975, and (3) a list of fiction for the young French Canadian. Although historically Canadian children's literature has been sparse, the notable improvement of late in the quality of writing, illustration, and overall design and production is encouraging. Introductory materials are in both French and English; parts 1 and 2 of the bibliography are in English, and part 3 is in French. (AP)

ED 136 816 IR 004 611

*Aubrey, Irene E.*  
**Sources of French Canadian Materials for Children.**  
 National Library of Canada, Ottawa (Ontario).

Pub Date—Sep 76  
 Note—8p.

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Canadian Literature, \*Children's Literature, \*Resource Guides, School Libraries  
 Identifiers—Canada

A list of 29 sources of French Canadian materials for children has been compiled including addresses of publishing agencies, catalog numbers, and prices of the catalogs. The information pamphlet was issued in both French and English. (AP)

ED 137 188 SO 009 905

*Slavin, Suzy M., Comp.*  
**Latin America: A Student's Guide to Reference Resources.**  
 McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date—77  
 Note—15p.

**EDRS Price MF-50.83 HC-\$1.67 Plus Postage.**

Descriptors—\*American History, \*Annotated Bibliographies, Biographies, Directories, Higher Education, \*Latin American Culture, \*Library Collections, Periodicals, \*Reference Materials, Resource Materials, Social Sciences  
 Identifiers—\*Latin America

Reference materials in the social sciences on the study of Latin America for university students are listed in this guide. The citations are of a general nature; materials dealing with individual countries of Latin America have not been listed. Each citation is organized within major categories, including biography, handbooks and encyclopedias, directories, periodical index, library catalogues, bibliographies, theses and research, manuscripts, periodical and newspaper lists, and selected periodical titles. Each citation, alphabetical by title, includes place of publication, name of publisher, date, and annotation. The citations are catalogued by the Library of Congress catalog numbers. (JR)

ED 137 213 SO 009 947

*Hawkins, John N., Maksik, Jon*  
**Teacher's Resource Handbook for African Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Grade Twelve.**  
 UCLA African Studies Center Reference Series, Volume 16.

California Univ., Los Angeles. African Studies Center.  
 Pub Date—76

Note—75p.; For related documents, see SO 009 570-573; Bibliography published with the assistance of the Curriculum Inquiry Center, UCLA. Available from—Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Avenue, Los Angeles, California 90024 (\$1.50 paper cover)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*African Culture, \*African History, \*Annotated Bibliographies, \*Area Studies, Bibliographies, Books, Cross Cultural Studies, Cultural Differences, Curriculum Evaluation, Elementary Secondary Education, Films, Filmstrips, Foreign Culture, \*Instructional Materials, International Studies, Maps, Periodicals, Photograph Records, Slides, Social Studies, Tape Recordings, Transparencies

Identifiers—\*Africa

Six hundred and sixty-two listings of instructional materials for teaching about Africa are presented in this annotated bibliography to help teachers identify materials that will assist them in developing courses and units of study. Materials are identified that can be used by precollegiate teachers of all subject areas. This handbook is arranged by grade levels: pre-school to grade three, grades 4-6, and grades 7-12. Within each section materials are divided by geographic region and listed alphabetically according to their instructional formats. The region divisions include Africa (general), Western, Eastern/Central, and Southern. Types of materials include multimedia, books, filmstrips and slides, records and tapes, maps and transparencies, duplicating masters, and pictures and charts. Entries include title, page, publisher, and description. A list of publishers and distributors is included for ordering materials. The handbook concludes with two evaluation forms which may assist teachers in selecting materials on the basis of their cross-cultural value and for purposes of general assessments. (JR)

ED 137 303 SP 010 956

*Thomas, Jerry R., Ed. Weiss, Raymond, Ed.*  
**Completed Research in Health, Physical Education, and Recreation Including International Sources Covering Research Completed in 1975.**  
 Volume 18. 1976 Edition.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.  
 Pub Date—76

Note—243p.; For related documents, see ED 042 612-19, ED 075 402-3, ED 092 497, ED 102 122, and ED 117 055

Available from—AAHPER Publication Sales, 1201 16th Street, N.W., Washington, D.C. 20036 (\$5.50)

**EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Abstracts, Annotated Bibliographies, Bibliographic Citations, Citation Indexes, \*Educational Research, \*Health, \*Literature Reviews, Periodicals, \*Physical Education, \*Recreation, \*Research

This compilation lists research completed in the areas of health, physical education, recreation, and allied areas during 1975. It is arranged in three parts: (1) Index; (2) Bibliography; and (3) Theses Abstracts. In the first section, cross references are given for all of the listings in Parts 1 and 2. References are arranged under subject headings in alphabetical order. The second section is a listing of published research, citing articles published in the 168 periodicals reviewed. A listing of these periodicals

cal is appended. The third section provides abstracts of master's and doctor's theses from graduate programs in health, physical education, recreation, and allied areas. Names of institutional representatives as well as the major professors are included in each citation. A list of the contributing institutions is also appended. (MM)

**ED 138 088** FL 008 470

**Guide to Foreign Information Sources.**

Chamber of Commerce of the United States, Washington, D.C.

Pub Date—Mar 74

Note—54p.; Not available in hard copy due to marginal legibility of the original document

Available from—Chamber of Commerce of the United States, 1615 H. Street N.W., Washington, D.C. 20006 (1-9 copies \$1.00 each; 10-99 copies .80 each; 100 or more copies .70 each)

**EDRS Price MF-08.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Opportunities, \*Cultural Awareness, Cultural Centers, Cultural Exchange, \*Foreign Countries, Information Centers, \*Information Dissemination, \*Information Services, \*Information Sources, International Organizations, \*International Relations, International Studies, National Organizations, Periodicals

The purpose of this pamphlet is to suggest various ways in which information about other countries may be obtained. It gives common sources of information in the section entitled "Specific Country References" in which each of the countries with embassies or legations in Washington, D.C. is shown alphabetically. The other sections in the pamphlet include "References for Specific Areas of the World" (Caribbean and the West Indies, Latin America, Pacific, Scandinavia, and Miscellaneous); "Organizations and Services Relating to Areas of the World"; "Chambers of Commerce Which Maintain Foreign Trade Services" (listing one chamber per state); "Department of Commerce Field Offices"; "Distribution Centers for Department of State Publications"; "Selected Bibliographical References"; "Other References"; "Employment Abroad"; and "Periodicals." (CFM)

**ED 138 236** IR 004 426

**EUDISED EP Bulletin; Experimental Issue, 1976.**

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date—76

Note—93p.

**EDRS Price MF-08.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Abstracting, \*Demonstration Projects, Educational Research, Educational Resources, Experimental Programs, \*Foreign Language Periodicals, Information Dissemination, \*Information Networks, Information Processing, \*Information Services, \*International Educational Exchange, International Organizations, Scholarly Journals

Identifiers—EUDISED, EUDISED Multilingual Thesaurus, \*European Documentation and Information System

To facilitate the international exchange of educational information contained in scholarly journals, and to test the operational tools of the EUDISED network of national agencies specializing in the electronic data processing of educational information, abstracts of 300 articles from education sciences periodicals published in 1975 were compiled for this volume. Each abstract was prepared by the designated EUDISED national information agent in the country of origin and in that nation's language. Author and subject indices in French and English facilitate international information searches. The five EUDISED member countries participating were Spain, German Federal Republic, France, the United Kingdom, and the Netherlands. (STS)

**ED 138 539** SO 010 027

**Selected Bibliography of Egyptian Educational Materials, Vol. 2, No. 1, 1976.**

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—77p.; Not available in hard copy due to marginal legibility of original documents; For related documents, see ED 133 291-293, SO 009 848

**EDRS Price MF-08.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Art Education, Civics, College Faculty, \*Comparative Education, Curriculum, \*Developing Nations, Educational Philosophy, Elementary Secondary Education, Females, Higher Education, Illiteracy, Language Instruction, Religious Education, \*Research Reviews (Publications), Teacher Education

Identifiers—\*Egypt

This selective annotated bibliography of Egyptian publications on education contains 126 entries on 55 topics. Publications include journal articles, books, and government documents published during 1976 or late 1975. Among the 55 topics are the following: adult education, agricultural schools, art education, child upbringing, compulsory education, development of curricula, education by correspondence, educational planning and research, faculties and universities, problems of graduates, higher education, industrial schools, laws and regulations, mental health, musical education, loaning of personnel, philosophy of education, primary education, private education, religious education, school buildings, school nutrition, secondary education, special education, student associations, promotion of teachers, technical education, and education of women. Each entry contains author, title, source, date, page, length, and an annotation of several short paragraphs. The bibliography concludes with indexes to authors and sources. (AV)

**ED 139 674** SO 009 891

*Trew, Karen, Ed.*

**Register of Research in Education: Northern Ireland, Volume Three, 1972-1975.**

Northern Ireland Council for Educational Research, Belfast.

Pub Date—76

Note—153p.; For related documents, see ED 127 212 and 213

Available from—Research Unit, Northern Ireland Council for Educational Research, 52 Malone Road, Belfast BT9 5BS, Northern Ireland (\$3.36 plus postage, paperback)

**EDRS Price MF-08.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Abstracts, Achievement, Adult Education, \*Annotated Bibliographies, Catalogs, \*Comparative Education, Concept Formation, Curriculum Development, Developmental Psychology, Doctoral Theses, Educational Innovation, \*Educational Research, Elementary Secondary Education, \*Foreign Countries, Guides, Higher Education, Information Sources, Masters Theses, Reference Books, \*Research Projects, Social Science Research, Teacher Education

Identifiers—\*Northern Ireland

Compiled as a source of information on educational research in Northern Ireland, the directory lists over 550 published and unpublished research projects completed from 1972-75. Research subjects include achievement, civil disturbance, curriculum development, curriculum development, developmental psychology, innovation, educational philosophy, and teacher education. The directory is presented in five parts. The unpublished dissertations are listed in parts one through four according to whether they were completed at the New University

of Ulster, Queen's University Belfast, the Belfast Colleges of Education, or in Glasgow or Manchester University departments of education. Within these categories, the dissertations are presented alphabetically according to the department or college of origin and the degree or diploma awarded to the author. Abstracts are provided for all post-graduate theses and for most undergraduate and diploma dissertations. In the absence of an abstract, the title of the work is listed. Part five presents the titles and abstracts of published works, which are listed alphabetically by author. A subject and author index is provided in the appendix. (Author/DB)

**ED 139 702** SO 010 055

*McAndrew, William J. Elliott, Peter J.*

**Teaching Canada: A Bibliography. 2nd Edition Revised.**

Maine Univ., Orono, New England - Atlantic Provinces - Quebec Center.

Spons Agency—Donner (William H.) Foundation.

Pub Date—74

Note—98p.; For a related document, see ED 062 219

Available from—Canadian-American Center, 160 College Avenue, University of Maine at Orono, Orono, Maine 04473 (free)

**EDRS Price MF-08.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Area Studies, Audiovisual Aids, Bibliographies, Comparative Education, \*Cultural Education, Elementary Grades, Elementary Secondary Education, Higher Education, History Instruction, \*Resource Guides, Secondary Grades, \*Social Studies

Identifiers—\*Canada

In this bibliography, elementary and secondary level teachers will find a variety of teaching materials available on Canada. It is a revision and update of a bibliography published in 1971 (ED 062 219). This edition contains materials published primarily in the 1960s through 1974. One section provides over 500 references to history, social studies, and literature texts; serials; and reference books. They are grouped according to elementary and secondary grade levels. Most are listed alphabetically by author and indicate title, publisher, date, cost, grade level, and include a brief annotation. Another section lists specific teaching aids and audiovisual materials as well as sources from which they may be obtained. These include films, filmstrips, slides, records, multimedia kits, and simulation games. Content of the textbook and audiovisual aids sections covers Canadian history, culture, geography, folk tales, and personal biographies or autobiographies. A third section provides names and addresses of 45 sources of information about Canada, some of which are national and provincial government organizations. (AV)

**ED 139 707** SO 010 066

*Saad, Gail, Comp.*

**Selected Bibliography and Abstracts of Educational Materials in Pakistan, Volume 9, Number 4: Period Covered, October-December 1975.**

National Science Foundation, Washington, D.C. Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-53354/04

Pub Date—75

Note—52p.; For related documents, see ED 049 990, ED 086 568, ED 086 579, ED 095 041-042, ED 095 074, ED 097 238, ED 099 290, ED 102 088, ED 117 030, ED 129 700

**EDRS Price MF-08.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Curriculum, \*Educational Administration, \*Educational Development, Educational Finance, \*Educational Philosophy, Elementary Secondary Education, Foreign Countries, Higher Education, Instructional Materials, Language Instruction, Li-

baries, Literacy, Medical Education, Psychology, Teaching Methods, Textbooks, Womens Education

Identifiers—\*Pakistan

Contained in this annotated bibliography are 100 references to selected educational materials published in Pakistan during the period October through December, 1975. Pakistani journals, newspapers, and government publications provide the source of the materials. They are organized into 26 categories: administration, organization and financing of education; adult education; curriculum; education goals; education planning; education reforms; elementary and secondary education; examinations; higher education; history of education; Islamic education; teaching of languages; libraries; literacy; medical education; psychology; science education; students' problems; teacher education; teachers; teaching methods and media; technical education; textbooks; womens education; general materials about class scheduling and teacher-student relationships; and a special section on the philosophy of education. The document concludes with an index of authors. (AV)

**ED 139 730** SO 010 119  
Selected Bibliography of Egyptian Educational Materials, Vol. 2, No. 2, 1976.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TD-76-59219/2

Pub Date—77

Note—81p.; Not available in hard copy due to poor reproducibility of original document; For related documents, see ED 133 291-293, ED 135 723 and ED 138 539

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Art Education, Audiovisual Aids, Civics, College Faculty, \*Comparative Education, Curriculum, \*Developing Nations, Educational Administration, Educational Philosophy, Elementary Secondary Education, Females, Higher Education, Industrial Education, Language Instruction, Religious Education, \*Research Reviews (Publications), Teacher Education, Textbooks

Identifiers—\*Egypt

One hundred fourteen entries on 58 topics are contained in the selective annotated bibliography of Egyptian publications on education. Included are journal articles, books, and government documents published during 1976. Content includes the following topics: adult education, Arabic language, audiovisual aids, child upbringing, civics, economics of education, education and international understanding, education—administration, experimental schools, faculties and universities, home economics, industrial schools, Islamic education, mathematics, ministry of education, philosophy of education, post-graduate studies, private education, reading, religious education, school libraries, school theater, sports education, teacher training, and textbooks. Aspects of all educational levels are represented. Each entry contains author, title, source, page, date length, and an annotation of several short paragraphs. Lists of authors and addresses of sources conclude the document. (AV)

**ED 142 278** PS 009 350  
Maehr, Jane

**The Middle East: An Annotated Bibliography of Literature for Children.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 77

Note—68p.; Best copy available

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #161, \$3.60)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Childrens Books, \*Childrens Literature, Elementary Education, \*Elementary Grades, Elementary Secondary Education, Fiction, \*Foreign Countries, Middle Eastern History, Nonfiction

Identifiers—\*Middle East

This is an annotated bibliography of folklore, fiction and nonfiction about the Middle East, written in English for children aged 5 and older. There are eleven chapters - one which focuses on the entire Middle Eastern region, and ten which deal with individual countries: Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Saudi Arabia, Syria, Turkey, and the United Arab Republic. Within each chapter, books are identified according to the grade level or age of child for whom they would be most suitable. Most books included were published between 1958 and 1976. (Author/MS)

**ED 142 481** SO 010 184

**Education for a Global Society: A Resource Manual for Secondary Education Teachers.**

Jane Addams Peace Association, Philadelphia, Pa. Women's International League for Peace and Freedom, Philadelphia, Pa.

Note—53p.; Not available in hard copy due to marginal legibility of original

Available from—Jane Addams Peace Association, 1213 Race Street, Philadelphia, Pennsylvania 19107 (\$2.50 paper cover)

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Descriptors—\*Bibliographies, Ecological Factors, \*Environmental Education, Films, \*Global Approach, Human Geography, Human Relations, International Education, \*Peace, \*Resource Guides, Secondary Education, \*Social Problems

Over four hundred books, articles, and resource materials on the topic of global education are identified in this resource manual. It is designed for secondary school teachers to use in selecting reading and audiovisual resources to supplement courses with a global approach. Approximately 90% of the entries have been published since 1970. Material is arranged under four main headings called "world order values," which are seen to be the antitheses of major problems which bring stress, conflict, and human suffering to the world society. The four world order values are peace, economic equity, social justice, and ecological balance. Within each of the four content sections, entries are further characterized as books, articles, or resource materials. Most of the resource materials are films, which include information about length and color or black/white. Entries are listed alphabetically by author. Additional bibliographic information is given on title, publisher, and date. The guide concludes with additional lists of 40 related resource manuals and bibliographies; 67 periodicals which provide information on education for global interdependence; 102 agencies involved in concerns of peace and justice; and publishers' addresses for entries in the main section. (AV)



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083 101	23
083 102	23
085 452	218
098 280	27
109 028	30
119 479	31
119 480	32
119 481	32
119 482	32
119 484	32
119 499	32
121 656	36
123 190	33
127 262	33
128 117	154
128 268	35
128 269	35
128 852	116
133 281	127
135 483	171
135 725	232
135 726	232
138 534	176
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083 101	23
096 218	148
104 740	50
109 028	30
123 190	33
124 490	52
128 260	156
131 938	163
135 725	232
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049 141	139
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128 250	155
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104 789	29
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130 922	162
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040 166	136
093 109	102
128 215	155
130 587	228
132 046	37
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027 809	198
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124 490	52
128 265	34
128 291	95
129 822	107
133 291	230
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046 238	185
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039 260	14
107 102	63
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## Finland

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016 802	55

034 290	134
040 166	136
085 709	147
127 725	153
128 664	157
135 607	172
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011 947	6
013 363	130
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015 130	131
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031 552	123
033 469	134
033 470	134
034 290	134
037 186	57
042 269	136
044 955	58
046 301	137
046 810	138
047 779	139
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078 141	146
083 093	22
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091 575	124
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124 490	52
127 725	153
129 297	117
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130 587	228
133 707	39
133 861	65
134 741	66
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138 148	67
138 473	175
138 523	176
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035 332	12
035 862	204
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083 095	22
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124 490	52
128 093	154
132 046	37
133 179	39
136 276	117
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136 712	171
138 271	175

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003 703	130
015 130	131
016 276	131
016 802	55
017 043	131
020 918	132
026 303	69
032 094	57
033 469	134
033 470	134
034 290	134
034 300	115
034 320	48
040 969	136
045 000	85
059 954	186
091 575	124
121 428	151
123 183	152
127 725	153
128 215	155
129 194	157
129 249	116
129 297	117
129 666	35
129 667	80
129 668	35
129 669	158
130 587	228
131 435	36
131 587	163
133 180	38
133 181	38
133 182	38
133 183	38
133 184	39
134 723	190
135 607	172
135 711	172
136 554	81
138 473	175
142 412	179

## (GDR)

038 065	204
120 094	151
129 194	157
133 100	108
133 115	109
136 554	81

## Ghana

039 260	14
124 490	52
128 118	104
131 058	163
131 560	64
133 103	117
136 008	98

## Greece

013 992	7
016 802	55
035 329	57
035 862	204
097 251	148
133 101	108
135 607	172
139 714	177
142 412	179



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099 183	149		043 769	185	142 502	179		Japan	
099 222	149		046 238	185					
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133 174	110		049 141	139				003 151	113
133 175	110		049 699	139	Iraq			003 792	5
133 177	111		051 031	16	027 809	198		003 803	113
			052 120	140	133 118	109		010 339	6
			052 121	140				012 351	197
Guatemala			052 122	140	142 278	235		014 062	54
			052 123	140				015 130	131
003 667	129		053 033	1				018 440	7
039 163	13		053 034	60	Israel			029 902	101
051 070	139		053 036	115	010 590	87		032 116	9
133 860	167		053 037	208	012 029	6		032 322	10
			053 057	208	014 773	87		034 102	11
			055 036	143	015 130	131		034 290	134
Guyana			064 226	212	016 304	182		036 552	12
			066 387	19	017 003	46		045 543	137
056 925	185		068 427	19	017 957	56		048 255	16
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			083 102	23	033 967	134		053 033	1
Holland			085 452	218	034 995	203		068 429	213
			086 599	219	036 880	48		068 760	145
067 153	119		087 678	220	036 897	135		072 360	146
			090 130	61	049 138	206		073 970	20
Honduras			092 415	61	049 139	207		073 983	21
			105 323	3	050 570	114		085 452	218
051 070	139		109 030	30	050 571	114		093 109	103
110 668	122		124 490	52	051 032	17		108 978	150
			127 725	153	051 033	17		110 002	115
Hong Kong			128 669	35	054 239	142		124 490	52
			129 653	227	059 127	210		126 036	152
129 653	227		129 656	158	059 128	210		127 725	153
			130 587	228	059 554	119		129 752	80
			130 932	189	063 491	144		129 272	116
			133 271	166	063 492	144		129 653	227
Hungary			136 221	42	063 493	144		129 932	160
			136 776	122	065 410	212		130 587	228
			137 111	174	067 153	119		130 993	126
			142 543	81	104 742	150		131 057	162
032 320	9				104 788	29		133 252	127
035 329	57				121 428	151		133 281	127
038 065	204		Indochina		124 490	52		134 509	169
058 224	143				127 687	153		138 521	175
127 725	153		134 107	190	133 040	166		139 366	177
129 297	117				133 791	166			
129 483	106				138 885	176			
			Indonesia		142 278	235			
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054 023 142  
085 452 218  
128 353 156  
133 271 166  
133 281 127  
134 487 169  
138 026 175

Kuwait

142 278 235

Laos

049 141 139  
064 227 212  
082 625 187  
082 626 187  
082 627 187  
085 452 218  
132 860 229

Lebanon

027 809 198  
142 278 235

Libya

029 527 199  
031 123 200  
032 818 202  
034 455 202  
038 074 204  
041 522 205  
043 967 206  
071 980 215  
071 981 215  
085 313 218  
095 044 221  
098 094 222  
106 203 223  
109 037 223  
110 403 224  
128 253 225  
128 254 226

Luxembourg

017 043 131  
139 714 177

Malaysia

026 401 183  
049 141 139  
059 954 186  
064 227 212  
082 625 187  
082 627 187  
085 452 218  
132 860 229  
134 107 190  
134 108 190  
134 109 169  
134 487 169  
137 111 174  
139 089 177

Mali

039 260 14

Malta

139 714 177

Mexico

003 430 129  
003 837 45  
010 026 45  
016 295 55  
020 550 47  
025 365 183  
028 190 9  
032 116 9  
034 320 48  
036 679 13  
039 996 114  
052 096 78  
054 024 142  
055 455 218  
086 341 103  
089 911 26  
094 902 27  
099 265 149  
105 323 3  
107 580 29  
124 490 52  
128 131 105  
128 269 35  
133 239 229  
134 057 67  
134 151 75  
134 287 65  
134 288 65  
134 289 65  
134 290 65  
134 291 65  
134 532 40

Micronesia

043 543 184  
059 954 186  
118 865 151  
132 107 164

Mongolia

014 704 54

Morocco

029 527 199  
031 123 200  
032 818 202  
034 455 202  
038 074 204  
041 522 205  
043 967 206  
071 980 215  
071 981 215  
085 313 218  
095 044 221  
098 094 222  
106 203 223  
109 037 223  
110 403 224  
128 253 225  
128 254 226

Nepal

014 710 54  
049 141 139

064 226 212  
129 751 80  
133 271 166  
133 869 168  
135 725 232  
137 265 174  
138 541 176  
142 502 179

Netherlands

003 403 129  
010 348 197  
015 130 131  
017 043 131  
029 365 133  
033 469 134  
033 470 134  
034 290 134  
047 779 139  
127 725 153  
128 215 155  
128 286 156  
129 194 157  
129 671 159  
131 157 163  
132 103 164  
135 607 172  
137 097 174  
138 473 175  
139 079 176  
141 881 178  
142 412 179

New Zealand

025 224 56  
026 388 55  
034 290 134  
050 570 114  
050 571 114  
056 266 209  
085 709 147  
104 725 79  
127 725 153  
129 554 107  
129 653 227  
130 489 162  
133 053 1

Nicaragua

041 803 15  
051 070 139

Nigeria

029 271 47  
032 325 10  
039 260 14  
015 032 17  
073 971 20  
128 132 126  
133 868 168  
135 049 171  
138 139 67

Norway

024 457 3  
024 476 3  
032 320 9  
040 166 136  
047 779 139

123 182 151  
128 116 103  
128 215 155  
129 297 117  
130 587 228  
133 116 109  
135 607 172  
138 473 175  
139 714 177

Pacific Islands,  
Trust Territory  
of the

051 030 16  
086 622 25  
093 109 103  
093 635 26  
093 636 26  
093 637 26  
093 638 27  
118 865 151  
136 708 98

Pakistan

014 710 54  
018 441 114  
027 813 199  
031 115 200  
032 820 202  
035 337 203  
036 801 204  
043 963 206  
049 141 139  
064 226 212  
074 845 216  
074 846 216  
074 847 216  
084 810 217  
085 452 218  
086 568 219  
086 579 219  
095 041 221  
095 042 221  
095 074 221  
097 238 221  
099 290 222  
102 088 223  
107 593 223  
113 262 224  
117 030 224  
123 187 225  
128 278 226  
129 504 106  
129 653 227  
129 700 227  
131 559 64  
133 271 166  
133 862 167  
133 868 168  
135 050 171  
135 689 231  
138 541 176  
139 707 234

Panama Canal Zone

039 163 13  
051 070 139

Papua New Guinea

043 542 184  
051 031 16

059 954 186  
133 808 167

Peru

003 015 181  
029 902 101  
036 679 13  
051 032 17  
052 081 17  
052 096 78  
133 120 109  
133 868 168  
133 877 169  
135 051 171  
138 401 175

Philippines

003 790 113  
010 026 45  
032 322 10  
043 783 185  
049 141 139  
059 953 143  
064 227 212  
082 625 187  
082 626 187  
082 627 187  
083 432 218  
085 455 218  
103 323 3  
110 668 122  
129 753 80  
132 860 229  
133 271 166  
135 048 170  
135 561 172

Poland

027 806 198  
027 808 133  
027 812 199  
030 816 200  
032 807 201  
034 290 134  
034 979 203  
038 065 204  
041 281 205  
044 658 58  
053 020 207  
056 929 186  
059 224 143  
069 596 214  
077 833 217  
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081 386 147  
085 312 218  
085 326 218  
086 617 219  
093 792 220  
093 793 220  
096 211 221  
100 755 222  
106 218 223  
107 586 223  
121 428 151  
128 123 154  
128 124 104  
128 125 155  
128 152 155  
128 154 105  
129 194 157  
129 505 106  
133 117 109  
133 289 230  
134 517 169  
142 329 178

Portugal

043 362 205  
059 224 143

Puerto Rico

023 108 69  
029 902 101  
074 992 70  
084 924 25  
085 466 219  
097 262 187  
108 492 30  
109 902 30

Romania

035 329 57  
035 862 204  
054 022 142  
065 419 145  
109 904 125  
109 908 125  
109 909 125  
109 912 74  
129 194 157

Saudi Arabia

026 967 56  
027 809 198  
142 278 235

Senegal

003 013 181  
003 837 45

Singapore

049 141 139  
059 954 186  
064 227 212  
082 625 187  
082 626 187  
082 627 187  
095 058 148  
134 107 190  
134 109 169

South Africa

010 533 6  
025 224 56  
039 260 14  
104 725 79  
139 698 177

Southern Rhodesia

039 260 14

Spain

013 991 53  
053 593 142  
081 664 147  
085 455 218  
089 911 26  
129 194 157  
130 520 35  
135 607 172  
138 473 175  
138 600 176  
139 714 177

Sri Lanka

131 271 166  
131 559 64  
141 884 178  
142 502 179  
142 544 179

Sudan

027 809 198  
039 260 14

Swaziland

134 323 190

Sweden

003 403 129  
015 130 131  
034 290 134  
040 166 136  
040 969 136  
042 269 136  
046 811 138  
047 779 139  
071 628 146  
093 109 103  
098 443 149  
106 802 55  
121 428 151  
123 181 151  
126 044 153  
127 725 154  
128 093 154  
128 215 155  
128 825 157  
128 826 106  
129 14 157  
130 587 228  
131 084 189  
131 258 163  
132 046 37  
133 321 80  
134 977 170  
135 607 172  
135 720 172  
137 202 174  
138 473 173

Switzerland

017 043 131  
067 153 119  
072 509 146  
112 195 63  
123 188 152  
132 528 164  
132 529 165  
138 473 175

Syria

027 809 198  
133 118 109  
142 278 235

Tanzania

039 260 14  
067 547 145  
068 781 145  
110 668 122  
133 859 167  
133 866 168  
137 201 174  
142 280 178

Thailand

003 016 181  
032 320 9  
034 290 134  
049 141 139  
059 543 143  
064 227 212  
082 625 187  
082 626 187  
082 627 187  
085 452 218  
110 668 122  
127 725 153  
132 437 189  
132 860 224  
133 271 166  
133 858 167  
133 865 167  
134 107 190  
134 109 169  
138 541 176

Tunisia

029 527 199  
031 123 200  
032 818 202  
034 455 202  
038 074 204  
041 522 205  
043 786 137  
043 967 206  
071 980 215  
071 981 215  
085 313 218  
095 044 221  
098 094 222  
099 133 187  
099 134 187  
106 203 223  
109 037 223  
110 403 224  
128 253 225  
178 754 226

Turkey

003 670 182  
010 258 193  
027 809 198  
071 992 146  
093 775 148  
139 714 177  
142 278 235

Uganda

039 260 14  
043 541 184

United Kingdom  
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003 313 45  
003 316 101  
003 342 83  
003 352 129  
003 403 129  
003 430 129  
003 779 113  
003 803 113  
010 408 197  
010 416 53  
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013 993 54  
015 130 131  
016 802 55  
017 517 132

017 908	56
019 709	46
020 918	132
023 157	132
025 224	56
026 388	56
027 809	198
032 094	57
033 469	134
033 470	134
033 820	77
034 290	134
034 320	48
034 471	203
037 186	57
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047 779	139
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052 752	141
052 843	141
056 266	209
056 669	121
058 164	18
059 181	143
059 224	143
061 913	186
069 599	48
079 907	119
081 765	147
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083 095	22
085 709	147
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121 428	151
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128 093	154
128 189	155
128 215	155
128 268	35
128 556	105
128 615	105
129 124	157
129 194	157
129 249	116
129 297	117
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133 179	38
135 607	172
135 749	173
136 221	42
136 229	98
136 712	173
136 725	232
137 097	174
137 111	174
138 148	67
138 473	175
138 935	43
142 106	178
142 282	178
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128 640	158
135 607	172
137 743	128
139 674	234
139 714	177

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029 399	183
034 290	134
056 266	209
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128 070	154
131 016	126
135 509	191
139 714	177

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029 730	133
047 779	139
056 226	209
127 725	153

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003 803	113
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010 348	197
010 352	129
010 408	197
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010 557	193
011 056	69
011 947	6
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012 832	197
012 833	197
013 349	71
014 061	69
015 130	131
015 434	101
015 766	198
016 116	9
016 245	55
016 276	131
016 802	55
017 064	71
018 440	7
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020 195	132
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022 713	77
023 157	132
023 690	8
023 693	51
024 039	193

024 457	3
024 476	3
026 303	69
026 933	51
026 974	194
027 153	47
027 862	56
028 194	9
028 563	101
029 730	133
029 793	133
029 902	101
031 612	51
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032 322	10
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032 332	10
032 337	11
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033 470	134
033 969	11
034 270	134
034 320	48
034 471	203
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036 553	12
036 558	12
036 559	12
036 812	102
036 897	135
038 358	135
038 727	102
039 156	13
039 399	135
039 623	102
040 107	78
040 890	58
040 906	58
040 969	136
041 804	15
042 238	205
042 674	85
043 362	205
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045 483	15
045 511	48
046 828	123
046 832	15
048 797	206
049 113	139
049 463	102
049 657	59
049 665	78
049 669	78
049 716	139
050 070	114
050 071	114
051 032	72
051 683	72
051 722	78
051 894	1
052 094	48
052 097	207
052 147	72
052 640	1
052 748	60
053 036	115
054 535	209
055 525	194
056 412	87
056 655	194
057 380	102
058 164	18
058 198	194
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060 717	210
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062 217	18
062 837	87
063 261	85
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065 367	51
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066 364	18
066 649	194
066 835	213
067 057	73
067 387	213
067 542	145
069 265	213
069 599	88
069 613	86
069 829	145
070 168	145
070 710	19
071 536	124
071 628	146
072 005	124
072 360	146
072 509	146
072 707	215
073 710	215
073 967	19
073 973	20
073 983	21
073 993	21
074 865	88
074 984	216
076 494	121
077 513	115
078 433	21
079 907	117
080 090	217
080 438	21
081 260	89
081 262	89
081 705	21
081 708	21
082 446	115
082 535	217
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083 109	24
083 119	24
083 139	124
083 157	124
083 618	119
083 756	147
084 199	24
084 307	24
084 719	217
085 291	25
085 452	218
085 455	218
085 709	147
086 565	115
086 570	25
086 633	25
088 722	25
089 033	26
090 844	61
091 282	26
091 538	148
091 575	124
093 109	103
093 750	27
094 148	61
094 464	220
094 902	27
095 054	195
095 778	195
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099 285	27	133 707	39	083 096	22	012 805	130
099 286	28	134 184	39	083 097	22	017 052	131
100 674	28	134 514	97	083 098	21	018 843	132
100 786	28	134 531	39	083 099	21	025 184	198
101 512	222	134 532	40	083 100	21	027 808	133
101 518	120	134 533	40	083 101	21	029 291	199
101 774	63	134 273	196	089 248	79	031 109	200
101 930	195	135 279	66	093 109	103	034 659	202
102 072	28	135 297	97	098 106	149	035 862	204
103 636	94	135 310	127	101 518	120	043 961	206
103 725	79	135 347	127	104 788	29	046 330	138
103 772	29	135 690	40	104 789	29	049 995	207
103 787	29	135 691	40	107 011	120	051 710	207
103 788	29	135 692	40	109 929	150	055 959	209
105 323	3	135 693	41	124 490	156	058 144	210
109 908	125	135 694	41	127 608	125	065 411	212
109 909	125	135 715	41	127 725	153	067 322	213
110 816	122	136 007	98	128 120	104	076 478	216
114 254	31	136 008	98	128 121	104	093 109	103
114 255	31	136 168	67	128 255	156	093 776	220
116 507	95	136 289	232	129 194	157	097 286	221
117 393	31	136 369	42	129 553	106	104 743	150
117 394	31	136 417	98	130 011	161	121 428	151
117 501	122	136 625	233	130 627	162	121 454	103
119 479	31	136 712	173	130 628	162	129 194	157
119 480	32	136 776	122	130 629	162	135 047	170
119 481	32	136 916	42	133 096	108	138 148	67
119 482	32	137 151	75	133 097	108		
119 484	32	137 209	42	133 098	189	<u>Zaire</u>	
119 499	32	137 218	67	133 099	189	003 014	181
119 501	95	137 303	233	133 102	108		
119 995	51	137 706	99	133 240	229	<u>Zambia</u>	
121 428	151	138 139	67	133 281	127	039 260	14
121 655	32	138 236	234	133 857	167	133 864	168
121 656	32	138 427	67	135 711	172	133 868	168
122 173	188	138 534	176	136 934	3		
123 190	33	138 892	196	138 885	176		
124 490	52	139 464	196			<u>Venezuela</u>	
125 808	225	139 469	1			033 143	11
125 993	33	139 677	99			046 813	138
125 994	33	142 278	235			047 579	78
127 246	225	142 543	81			059 954	186
127 670	188					133 863	168
127 725	153	<u>U.S.S.R.</u>				133 868	168
128 093	154	002 866	5			134 518	170
128 116	103	003 803	113			136 765	173
128 263	34	003 930	130	<u>Vietnam</u>			
128 268	35	010 317	6	032 322	10		
128 270	35	014 697	54	030 010	9		
128 282	105	014 713	55	032 322	11		
128 615	105	015 766	198	032 810	101		
128 941	157	027 808	133	036 551	12		
128 952	226	028 194	9	042 369	123		
129 066	227	029 793	133	048 186	15		
129 072	227	030 010	9	048 187	16		
129 096	227	032 322	11	049 657	59		
129 124	157	032 810	101	051 014	59		
129 249	116	036 551	12	051 015	59		
129 297	117	042 369	123	051 016	59		
129 675	36	048 186	15	051 027	16		
129 682	63	048 187	16	051 031	16		
129 683	63	049 657	59	051 032	17		
129 737	126	051 014	59	052 082	17		
130 351	64	051 015	59	053 021	141		
130 369	195	051 016	59	053 022	208		
130 860	96	051 027	16	054 989	18		
130 962	36	051 031	16	059 224	143		
130 972	97	051 032	17	062 730	143		
130 993	126	052 082	17	068 429	213		
131 093	107	053 021	141	070 722	214		
131 101	108	053 022	208	070 725	214		
131 133	107	054 989	18	074 035	88		
131 357	195	059 224	143	076 163	186		
132 046	37	062 730	143	079 907	119		
132 437	189	068 429	213	079 911	119		
132 620	64	070 722	214			<u>Western Samoa</u>	
132 657	228	070 725	214			085 452	218
132 949	97	074 035	88			099 476	62
133 179	38	076 163	186			099 477	62
133 252	127	079 907	119				
133 263	111	079 911	119				

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		066 386	18	040 119	72	081 708	
010 026	45	070 722	214	040 120	72	085 452	
015 766	198	071 981	215	040 906	58	091 274	
023 692	8	071 985	215	045 483	15	095 709	
023 693	51	074 865	61	045 544	137	128 627	
026 388	56	083 107	24	046 310	102	129 653	
027 095	9	118 479	224	046 812	138	129 751	
029 271	47			046 813	138	129 752	
029 730	133			046 814	138	129 753	
032 324	10	<u>Africa, North of the</u>		047 579	78	131 179	
032 325	10	<u>Sahara</u>		052 081	17	132 651	
032 809	85			052 096	78	132 653	
033 249	11	027 527	199	052 097	207	132 892	
036 281	57	027 809	198	052 098	17	133 281	
036 548	12	031 123	200	052 099	79	133 271	
037 586	13	032 818	202	052 100	79	134 487	
038 545	13	034 455	202	056 266	209	135 698	
038 546	13	038 074	204	056 925	185	135 724	
038 951	58	041 522	205	063 214	144	135 725	
039 260	14	043 967	206	066 364	18	135 726	
040 912	14	056 937	209	069 566	19	135 727	
043 541	184	066 386	18	070 722	214	136 708	
044 349	206	070 724	214	070 725	214	138 541	
053 030	141	070 725	214	074 865	61	138 778	
056 266	209	083 103	23	085 455	218	142 502	
059 954	186	085 313	218	091 955	194		
066 386	18	095 044	221	128 250	155		
070 710	19	098 094	222	128 256	156		
070 722	214	106 203	223	128 267	34	<u>Asia, East</u>	
070 725	214	109 037	223	130 550	107	003 151	
076 494	121	110 403	224	130 581	95	014 704	
083 103	23	128 253	225	130 584	227	015 766	
083 107	24	132 824	228	133 120	109	031 253	
086 624	219			133 121	110	070 722	
091 274	121			133 122	110	070 723	
107 644	29	<u>America, Central</u>		133 123	110	074 865	
109 027	30			133 239	229	085 452	
127 246	225	051 070	139	134 287	65	129 206	
128 264	34	085 455	218	136 669	173	132 835	
128 267	34	133 239	229	136 708	98	133 241	
128 281	35	138 778	99	137 151	75	138 885	
129 072	227			137 188	233		
130 960	96	<u>America, North</u>		138 401	175		
131 560	64			138 778	99	<u>Asia, South</u>	
132 095	37	030 010	9	138 885	176	014 710	
133 103	117	056 266	209			015 766	
133 244	39	073 969	20	<u>Asia</u>		031 252	
134 323	190	091 955	194	003 151	113	064 226	
136 276	117	099 289	188	003 266	182	070 722	
136 285	118	136 708	98	014 697	54	074 865	
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136 708	98			018 440	7	132 833	
137 111	174	<u>America, South</u>		018 441	114	133 241	
137 213	233			021 866	8	134 439	
138 402	192	003 166	113	030 010	9		
138 778	99	003 454	5	031 098	57	<u>Asia, Southeast</u>	
142 280	178	003 786	5	038 951	58	048 185	
		012 832	197	048 255	16	056 937	
<u>Africa, South of the</u>		012 833	197	049 141	139	064 226	
<u>Sahara</u>		013 342	7	053 033	1	064 227	
		015 766	198	053 034	60	074 865	
010 533	6	022 781	8	053 035	208	082 625	
015 766	198	023 338	71	053 036	115	082 626	
023 692	8	029 353	183	053 037	208	082 627	
023 693	51	030 010	9	056 266	209	085 452	
030 010	9	032 323	10	066 364	18	132 806	
031 254	201	032 805	201	068 427	19	133 271	
032 324	10	033 143	11	068 429	213	133 281	
032 325	10	036 679	13	070 710	19	134 107	
033 249	11	039 163	13	070 722	214	134 109	
038 545	13	039 164	13	070 725	214	137 250	
038 546	13	039 165	14				
039 260	14	039 166	14				

138 159 191  
138 430 81  
142 543 81

138 501 175  
138 778 99

017 043 131  
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070 725 214  
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073 892 21  
074 865 61  
078 433 21  
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132 834 228  
133 118 109  
133 242 230  
136 604 196  
142 278 235

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035 329 57  
035 862 204  
039 623 102  
056 266 209  
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129 303 126  
133 281 127  
134 174 117  
135 347 127  
135 607 172  
135 711 172  
136 708 98  
137 097 174

002 955 129  
015 766 198  
039 623 102  
045 545 206  
045 546 137  
053 020 207  
069 596 214  
070 725 214  
074 015 88  
074 865 61  
085 312 218  
133 240 229

047 779 139  
048 186 15  
048 187 16  
083 092 22  
083 093 22  
083 094 22  
083 095 22  
083 102 23  
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138 473 175  
138 885 176  
139 714 177  
142 412 179

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040 166 136  
093 109 103  
110 157 150  
129 249 116

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003 403 129  
003 779 113  
003 786 5  
010 318 6  
016 802 55

026 967 56  
027 809 198  
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033 964 57  
041 269 58  
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029 122 183  
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033 636 134  
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055 530 73  
056 266 209  
056 453 209  
056 668 73  
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061 745 186  
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066 650 88  
067 546 213

068 760 88  
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129 303 126

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132 108 164  
133 243 230  
133 264 127  
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135 698 41  
135 710 191  
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136 285 118  
136 625 233  
136 708 98  
136 750 233  
136 752 98  
136 776 122  
137 038 191  
137 057 81  
137 076 122  
137 127 86  
137 218 67  
137 301 86  
138 088 234  
138 236 234





